

Moor End Academy

Applicants Pack



**Positive Interventions Leader
Required November 2017
Grade 9 - £22,507.5
37 hours per week, Term Time + 5 Days**

Moor End Academy
Dryclough Road
Crosland Moor
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Principal: Miss Kim Walton

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‘A word from the Principal’

Dear Applicant,

Firstly, thank you for showing an interest in applying for a post at Moor End Academy. We hope after reading through the applicants pack that you will decide to apply.

This is a new post and is one that we believe can deliver quality support for our students and families in order to have a positive impact on academic and wider outcomes.

Moor End is an academy converter and converted to an academy as an 'outstanding school' in August 2011. Before this the academy was a technology college for over ten years, and this grounding in technology still forms a strong part of curriculum and student experience.

Our school improvement journey is always determining new destinations and looking for new horizons. Our students are amazing; they have a thirst for learning, have fantastic relationships with staff and therefore attendance at school is high. We resource our subjects well, both with teachers and associate staff and the learning environment is a key element in student achievement.

We celebrated our 40th anniversary in 2012 and 'Moor Enders' from far and wide made contact and wanted to let us know, how the school and staff had influenced their lives. We really are making a difference.

I am sure you will read our Ofsted report, but for me the paragraph that sums us up is;

'Moor End Academy is outstanding. The very strong promotion of students' spiritual, moral, cultural and social development, ensures that they thrive in the supportive and highly cohesive learning community. High aspirations, outstanding teaching and the rich curriculum results in outstanding achievement for all.'

As a staff, we are highly committed to staff improvement and development, if you choose to apply, you will receive excellent induction to our systems, structures and expectations.

Please enjoy reading further and we look forward to welcoming you to Moor End.

Yours sincerely

Miss Kim Walton
Principal

Moor End Academy

Moor End is a converter Academy that opened on 17th August 2011. We converted as an outstanding school. Prior to this we were a community school. Moor End is also recognised as a Teaching School and a National Support school. Our CEO, Jane Acklam is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support.

The Academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The Academy's mission is for all young people at Moor End to overcome their individual barriers to learning whilst enjoying and achieving highly. Attendance at the Academy is above the national average and attitudes to learning are very positive.

We are an 11-16 mixed comprehensive Academy with over 900 students on roll. Our current capacity is 1000. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2-4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Campus development at our Dryclough site continues to be an exciting development, with Beaumont Primary Academy opening its doors for the first time in September 2016. This primary provision can accommodate up to 90 places this year. For more information please see www.beaumontprimary.org.uk

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave they, over two thirds make better than national average progress by the time they leave. Eleven years in formal education should not be wasted. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.

Moor End is an award winning Academy and has continued to be recognised by Ofsted as 'outstanding'. We have good and often invaluable support from parents.

The Academy is an accredited 'Thinking School', the first to be awarded this status in the UK. We have worked closely with the Edward de Bono Foundation UK and Manchester Metropolitan University to become 'An Edward de Bono Foundation UK Centre of Serious Creativity and Constructive Thinking'. Our vision is to become a world class centre of excellence for teaching and learning by 2015. Ofsted quote 'The teaching of thinking skills have a distinctive contribution to the quality of learning'

At Moor End we have the secondary resourced provision for students with visual impairment, with a capacity for 12 students. We have Educational Teaching Assistants in all faculties who support teaching and learning in its widest sense and Faculty Clerical Officers in all faculty areas too.

Moor End Academy was designated as a National Teaching School in April 2013. It works with over 60 Secondary, Primary and Special schools. The teaching school offers training, support and a range of opportunities for staff throughout their career, from initial training through to leadership roles. The alliance has over 40 SLE's – Specialist Leaders of Education and is the lead school for newly qualified teacher induction of which over 50 are registered with us for 2016/17. See www.penninealliance.org for more information.

Why become the Positive Interventions Leader at Moor End Academy?

We are seeking to recruit a passionate professional to lead the positive interventions programme, oversee external and the internal alternative curriculum programme and work with students and their families at an early intervention level to improve engagement, communication and outcomes. It will be a role which will be highly valued within the academy and will be key to our impact and success with disadvantaged and/or vulnerable students.

This role will have a strong emphasis on communication with students and families as well as developing effective systems and structures to bring about meaningful change in attitudes to school, learning and future aspirations. Previous experience as a Pastoral Manager in a school and/or an alternative provision setting is desirable but not essential. However, the successful candidate will have proven management experience as well as evidence of developing and maintaining key relationships with a range of staff and agencies to support improved outcomes.

This role represents an exciting opportunity to become part of the additional needs and student support team which includes: a Vice Principal: Additional Needs, an Assistant Principal: Student Support, Heads of Year, Heads of House, an Attendance Officer, Medical Officer, Break/Lunchtime Supervisors team, Careers Advisor and Business Support.

Judged Outstanding in every OFSTED category in 2012 we have a track record of excellence both in terms of student outcomes and professional development.

If you are interested by the prospect of this exciting opportunity we would be delighted to hear from you.

Local Information

Huddersfield is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.

Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.



Within our own catchment is the breathtaking, Beaumont Park that was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pyrmont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895, who play in the European Super League and Football League Championship football team Huddersfield Town F.C., founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield New College Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

Local Estate Agents

There are many estate agents and letting agents in Huddersfield, a simple Google search will easily give you an idea of rental or property prices in the area.

Banks

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... Finally shopping! The town hosts a range of shopping experiences from a haven for independent shopping, Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. To, the Kingsgate Centre, undercover shopping with all the expected high street brands. The full range of supermarkets and a market are also available in the town

The Selection Process

How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Positive Interventions Leader** at Moor End Academy then you should;

- Follow the link to complete the online application form.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible).
- **CVs ALONE WILL NOT BE CONSIDERED.**
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End.
- Submit your application by **9am on Monday 16th October 2017**. *Late applications will not be considered.*

Timetable for the selection process

- Closing date for applications: **9am on Monday 16th October 2017**.
- Short listing: **w/c 16th October 2017**
- Invitation to interview by telephone: **w/c 16th October 2017**
- Confirmation by email: **w/c 16th October 2017**
- References requested: **w/c 16th October 2017**
- Interview Date: **Thursday 19th October 2017**

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Joining Moor End Academy

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers Pension Scheme or West Yorkshire Pension Fund.
- **SAS** - The Academy uses Schools Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
- **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff, staff exercise classes including a weekly running club and much more!
- **Child Care Vouchers** by Kiddicare – Child care vouchers work through a salary sacrifice and they are taken from your salary each month before your usual Tax and NI contributions.



Employee Specification

Moor End Academy
POST TITLE: Positive Interventions Leader

E = Essential / D = Desirable

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Experience of working with children aged 11-16 within a school environment.	Application Form/ Selection Process	E
		1.2	Experience of individual and group mentoring with students, including those with challenging behaviour	Application Form/ Selection Process	E
		1.3	Experience of supervising and coordinating the work of a staff	Application Form/ Selection Process	E
		1.4	Experience as a Pastoral Manager in a school and/or an alternative provision setting	Application Form/ Selection Process	D
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	GCCE or equivalent at Grade C and above in Maths and English	Application Form/ Selection Process	E
		2.2	NVQ Level 3/degree or equivalent work based qualification	Application Form/ Selection Process	E
		2.3	Training in relevant learning/behaviour strategies	Application Form/ Selection Process/Certificates	E
		2.4	Restorative Practice trained	Application Form/ Selection Process/Certificates	D
3.	GENERAL AND SPECIAL KNOWLEDGE	3.2	Understanding of Child Protection and Safeguarding Procedures	Selection Process	E
		3.3	Understanding of child development and learning including Special Educational Needs.	Selection Process	E
		3.4	Understanding and commitment to Equal Opportunities.	Selection Process	E
		3.5	Displays commitment to the protection and safeguarding of children and young people	Application Form/ Selection Process	E
		3.6	Understanding of the potential barriers towards learning for students regarded as disadvantaged	Application Form/ Selection Process	E

4.	SKILLS AND ABILITIES	4.1	Ability to relate to children/young people from diverse social backgrounds.	Application Form/ Selection Process	E
		4.2	Written communication and ICT skills in order to produce detailed reports/records and contribute to policy development.	Application Form/ Selection Process	E
		4.3	Ability to work under own initiative, as part of a team and as a manager to provide leadership and motivation to a team.	Application Form/ Selection Process	E
		4.4	Ability to effectively communicate with children/young people, school staff and outside agencies.	Application Form/ Selection Process	E
		4.5	Ability to work with children/young people exhibiting challenging behavioural difficulties.	Application Form/ Selection Process	E
		4.6	Ability to deliver positive interventions to support improvements in attitudes to learning	Application Form/ Selection Process	E
		4.7	Ability to drive the school minibus	Application Form/ Selection Process	D
		4.8	Ability to analyse student behaviours through diagnostic tools in order to identify deficits and/or areas of work that will support improvements in attitudes to school, learning and future aspirations	Application Form/ Selection Process	D
5.	ANY ADDITIONAL FACTORS	5.2	Willing to undertake training and development as required.	Selection Process	E
		5.3	Ability to adapt and be flexible to the needs of the school	Selection Process	E

Job Description

POST TITLE: Positive Interventions Leader

Job Title: Positive Interventions Leader

Scale: £22,507.5

Responsible to: Assistant Principal: Student Support

Responsible for: Positive Interventions Programme/ Alternative Curriculum

Job Description

The job description should be read alongside the Employee Handbook, Terms and Conditions of Service.

Job Purpose

Develop and lead the positive interventions programme, overseeing external and the internal alternative curriculum programmes and work with families at an early intervention level to improve engagement, communication and outcomes.

1. Strategic Direction and School Development

- a) The aim of this post is to lead on supporting individuals and small groups of students who have become disengaged and supporting them with an ultimate re-integration within the mainstream curriculum after re-tracking has taken place where appropriate.
- b) For a small number of students their curriculum may involve a full or part time placement outside of the main curriculum. This may include in school provision and/or external placements.
- c) Responsible as a management post holder for promoting and developing by example, healthy and productive home school links.
- d) Responsible as a management post holder for promoting and developing a culture of uncompromising mutual respect between teachers and students.
- e) To raise student achievement in all year groups by supporting individual and groups of students by offering bespoke programmes which will support them by encouraging positive behaviour and re-tracking away from previous negative behaviours which may have left them vulnerable to underperformance or exclusion.
- f) To further support the raising of wider Student Achievement and “Experiences” through an “additional curriculum” for identified individuals/ groups of students.
- g) To lead on the “Re-tracking” process of identified students through the “Positive Interventions Programmes.”

- h) To promote high expectations and facilitate the highest standards of achievement and behaviour.
- i) To contribute towards the aims and objectives of the Academy.

2. Key Tasks

- a) The Positive Interventions Leader will be responsible for the day to day running of the Alternative Curriculum. They will work with the Assistant Principal to oversee the programmes of study for the Alternative Curriculum ensuring that they allow students to make good progress and for the academy to demonstrate progress and impact in this area of study.
- b) The post holder will lead on the development of available physical spaces into areas which is appropriate for the work that will occur with the students who have been referred. In essence this work revolves around re-tracking students who have displayed poor behaviour and/ or disaffection with the mainstream curriculum. The post holder will then ensure the smooth running of the centre on a day to day basis: Managing students referred, attendance & punctuality, the teacher timetable, records of conduct, resources, appropriate rewards and sanctions are implemented as well as liaising with LLs to ensure that a PIP is in place for all students referred to ensure a clear record of interventions and progress is kept.
- c) To ensure that the programmes of study which students participate in through the Alternative Curriculum are meaningful and enable students to develop and make progress.
- d) The post holder will coordinate the any external placements, ensuring their smooth running and positive outcomes. This will involve regular visits, monitoring attendance and punctuality, transport, general engagement with the placement, taster sessions as well as liaising with the external agencies delivering the specific programme.
- e) To deliver and/ or coordinate the programme of Positive Interventions for identified students to ensure that the underlying issues of disaffection are addressed whilst they are placed in the Phoenix Centre. These maybe individual or group depending on the needs of the particular students.
- f) Ensure that the Alternative Curriculum is always fully staffed, checking on staff absence who would have been delivering a lesson/session. Alternative activities will be ready to use in this eventuality. The development of a bank of resources which are appropriate for students will be vital to support this work.
- g) To co-ordinate break and lunch periods where the decision is taken as part of their placement for the students to take their breaks separately from their year group.
- h) To support the Assistant Principal in the development and management of the student support system across the academy. To establish and maintain policies and practices to promote re-engagement with the mainstream curriculum and leading on the delivery of the appropriate reward systems, or sanctions / interventions where these standards are not achieved.
- i) To organise, manage and lead team meetings and meetings with tutors / staff. Creating a vision, sense of purpose and pride in the Student Support Team.
- j) Monitor and support the day to day work of the “Alternative Curriculum” ETAs.

- k) To be the named key worker for specified students as appropriate.
 - l) To contribute towards multi agency working to support children and families. This may involve the co-ordination of and the delivery of plans to support students and families 9Pastoral Support Plans, Single Assessments etc. Ensuring that students, staff and parent/ carers are made aware and given the opportunity to positively engage where appropriate.
 - m) Provide guidance to staff on the area of work, in particular where there are changes in procedures and in staff induction.
 - n) To lead on designated aspects of the Academy Behaviour Policy.
 - o) To support students and staff in resolving conflict through restorative practice
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In addition to the above specific tasks, the post holder will be required to:

- i) Assist the SLT in improving the quality of teaching and learning in the school, especially in relation to the alternative curriculum and alternative placements.
- ii) Assist the SLT in raising academic standards and raising attainment particularly in the areas of Literacy, Numeracy, IT and other basic skills.
- iii) Assist the SLT to ensure that all students receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress. To ensure the curriculum entitlement as laid out in the funding agreement is adhered to in relation to all year groups worked with.
- iv) To work with parents and the Vice Principal / Assistant Principal where areas of the curriculum need to be disapplied / reduced.
- v) Liaise with parents with regard to work, behaviour, attendance or other issues involving individual students.
- vi) Liaise with outside agencies where intervention can support an improvement (e.g. TYS, Police, YOT, non-governmental agencies, Kirklees College etc).
- vii) Ensure student record files, form registers, computer records, and other student data is accurately maintained and up to date and provide student or group level data as required.
- viii) Provide training and INSET opportunities for individual and whole school staff where required.
- ix) To contribute towards the school self-review cycle linked to monitoring the care, guidance and support work of the academy.

3. Management of Personnel and Resources

- a) To undertake performance management responsibility as required and appropriate to the position.
- b) To lead and manage a team of staff as outlined in the staffing structure.
- c) Attend and contribute regular agenda items to Student Support meetings.
- d) To be responsible for any budgets allocated.

4. Safeguarding

- a) Moor End Academy is committed to the safeguarding and promotion of the welfare of all children and young people in our care. All staff have a key role and responsibility in this area.
- b) Report any welfare and/or child protection concerns as per Academy policies and procedures.

5. Accountability

- a) To Assistant Principal: Student Support & Wellbeing – direct line manager.
- b) To the SLT and Governing Body for: Effective fulfilment of the roles and responsibilities outlined in 1 to 3 above.
- c) To keep up to date with national and local developments and trends within this area of work. In addition to ensure that those who are line managed are appropriately trained and up to date in their professional duties.
- e) Feedback to and joint working with Heads of Year on performance and progress of students referred.
- f) To provide information, objective advice and support the SLT and the Governing Body. Enabling them to meet responsibilities for securing effective teaching and learning, high standards of achievement, efficiency and outstanding “value for money” and to enable them to present coherent and accurate accounts of the academy’s performance to a range of audiences including: OFSTED, DFE, the local community and others.
- g) For assisting the SLT in creating and developing an organisation in which all staff recognise that they are accountable for the success of the academy.
- h) For assisting the Senior Leadership Team in ensuring that all parent/carers are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them.
- i) Contribute to whole school and Student Support reports. In particular the Behaviour & Wellbeing report on a half termly basis highlighting trends and action points.
- j) To produce a written report on this area of work on a termly basis and review on an annual basis or as required.
- k) To contribute to the associated areas of the Academy self-evaluation.

Footnotes

- i) The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to him/her by the Principal or her representative.
- ii) This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post holder as may be necessary and appropriate to the needs of the school. It will be reviewed annually as a matter of course. Trade union representation will be welcomed in any such consultations.

Signed: _____ **(Post-holder) Date:** _____

Signed: _____ **(Principal) Date:** _____