

# *M*oor End Academy

Enjoy and Achieve: Every Day Matters

## ***Applicants Pack***



### **Seclusion Manager**

**Required April 2018**

**Grade 8 - £20,293.26**

**37 hours per week, Term Time + 5 Days**

Moor End Academy  
Dryclough Road  
Crosland Moor  
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Principal Designate: Mr Kash Rafiq

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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

Mr Kash Rafiq  
**Principal Designate**

## ***Moor End Academy***

Moor End is a converter Academy that opened on 17<sup>th</sup> 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](http://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](http://www.penninealliance.org) for more information.

## ***Why become the Seclusion Manager at Moor End Academy?***

We are seeking to recruit a passionate and vibrant professional to lead the Seclusion Unit to support students address and overcome a range of barriers to their learning/engagement. The Internal Seclusion Unit will cater for a very small number of students who have failed to adhere to the academy behaviour policy. Students who are required to attend this provision will do so for a short period of time before returning to mainstream lessons. Throughout their time in the provision, students will reflect on their behaviours and receive behaviour modification support

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 as well as developing effective systems and structures to bring about meaningful change in attitudes to school, learning and future aspirations. Previous experience of working in a Pastoral setting 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 students to support improved attitudes to learning.

This role represents an exciting opportunity to become part of the Personal Development Behaviour and Welfare team which includes: an Assistant Principal, Heads of Year, Heads of House and Year Leaders.

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 breath-taking, 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 Seclusion Manager 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 20<sup>th</sup> April 2018**. *Late applications will not be considered.*

### **Timetable for the selection process**

- Closing date for applications: **9am on Friday 20<sup>th</sup> April 2018**.
- Short listing: **w/c 23<sup>rd</sup> April 2018**
- Invitation to interview by telephone: **w/c 23<sup>rd</sup> April 2018**
- Confirmation by email: **w/c 23<sup>rd</sup> April 2018**
- References requested: **w/c 23<sup>rd</sup> April 2018**
- Interview Date: **TBC**

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.





<b>JOB TITLE:</b>	Seclusion Manager
<b>GRADE:</b>	8
<b>ACCOUNTABLE TO:</b>	Assistant Principal; PDBW
<b>HOURS:</b>	37 hours per week

### **Purpose of Job:**

The Internal Seclusion Unit is a new provision at Moor End Academy designed to address and overcome a range of barriers to learning/engagement. The Internal Seclusion Unit will cater for a very small number of students who have failed to adhere to the academy behaviour policy. Students who are required to attend this provision will do so for a short period of time before returning to mainstream lessons. Throughout their time in the provision, students will reflect on their behaviours and receive behaviour modification support.

### **Responsible for:**

- Managing and supervising the day to day running of the internal Seclusion room

### **Main duties**

- Manage and supervise the day to day running of the Seclusion Room
- To provide continuous supervision of the students within the Seclusion room ensuring that they work productively and safely.
- To encourage students to reflect on their behaviour and to accept responsibility for their actions.
- To log behaviour incidents on SIMs/behaviour watch, complete a daily behaviour log and contribute to a half termly behaviour report.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
- To liaise with subject teachers when appropriate, gaining key information about units of work in order to provide work that is age and ability appropriate for students in the isolation room.
- To ensure that the Seclusion room procedures are adhered to and that the room is well maintained, neat and tidy.
- Upkeep and maintain accurate records of Seclusion referrals of individual pupils and groups (PP/FSM/BME/SEND/GENDER/EAL/LAC), so that staff are well informed of year group patterns/trends.
- Identify patterns/trends of repeat referrals and regularly provide accurate data to inform the academy behaviour tracker.
- The supervision of students in the Seclusion room at break and lunchtime, having pre-ordered packed lunches if necessary.

- To implement strategies to support pupils with social, emotional and behavioural difficulties, setting challenging and demanding expectations and promoting independence.
- To encourage students to interact with others in a positive manner.
- To provide information and advice to enable students to make appropriate choices about their own learning and behaviour.
- To be aware of and support differences. Challenge and motivate students, reinforcing self-esteem and promoting the inclusion and acceptance of all students.
- Maintain the professionalism expected in all dealings with colleagues, students, parents and other professionals.
- Attend academy meetings and training as directed by your Team Leader.
- Attend appropriate courses for personal professional development.
- To be responsible for promoting and safeguarding the welfare of students.

### **Other duties**

- To undertake other duties commensurate with the post, as required by the academy.

### **Generic Support Staff Requirements**

- Uphold the professional standards expected of every member of Academy staff in all dealings with colleagues, students, parents / carers and the wider community.
- Adhere to the principles expressed in the aims of the Academy.
- Actively contribute to the continued development of the Academy by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- To contribute to the development of the academy attendance strategy.
- Be a positive, collaborative team member.
- Apply Academy policies in all aspects of the role.
- Keep up to date with all aspects of the safeguarding children policy as it applies to the post.

Principal \_\_\_\_\_ (signature)  
 \_\_\_\_\_ date \_\_\_\_\_

Post-Holder \_\_\_\_\_ (signature)  
 \_\_\_\_\_ date \_\_\_\_\_

## Seclusion Unit Manager - Personal Specification

**E = Essential**  
**D = Desirable**

### Measured by:

**A. Application Form**  
**C. Interview**

**B. Test / Exercise**  
**D. References**

### Qualifications

<b>D</b>	• Good degree in relevant subject	<b>D</b>
<b>E</b>	• GCSE Level of Education or above	<b>A</b>

### Experience/Knowledge

<b>E</b>	• Recent successful experience of supporting students overcome a range of personal barriers	<b>A C</b> <b>D</b>
<b>E</b>	• The ability to develop positive relationships with a wide range of young people.	<b>A C</b> <b>D</b>
<b>E</b>	• Experience in developing bespoke personalised intervention to overcome barriers to learning	<b>A C</b> <b>D</b>
<b>E</b>	• Experience of working and leading in an education setting with challenging students	<b>A C</b> <b>D</b>
<b>E</b>	• Support students in the completion of work that they have missed from lessons where required.	<b>A C</b>
<b>E</b>	• Experience in improving the behaviour and attendance of groups of students	<b>A B</b> <b>A C</b> <b>D</b> <b>A C</b>
<b>E</b>	• Successful contributions to team work	<b>A C</b> <b>D</b>
	• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	
	• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	

### Skills, Attributes and Abilities

<b>E</b>	• The ability to work alone and manage/supervise students with challenging behaviour	<b>A C</b>
<b>E</b>	• Ability to work under pressure and meet deadlines	<b>A C</b> <b>D</b>
<b>E</b>	• Strong interpersonal skills and ability to communicate effectively with children and adults	

E	• Successful experience of developing appropriate strategies for children with SEMH needs	A C D
E	• Strong interpersonal skills and ability to communicate effectively with children and adults	A C D
E	• An ability to keep accurate and up to date records	A C D
E	• Ability to use ICT for recording, monitoring and reporting	A C D
E	• Effective interpretation, analysis and use of data	A C D
E	• Be resilient, reliable, in good health, and possess a sense of humour	A C A C A C A C A C
E	• Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline	A C A C A C A C A C
E	• High level of motivation and commitment	A C D A C D A C A C D A C D
E	• Commitment to own personal development and learning	A C D A C D A C A C D A C D
E	• To promote equality, diversity and inclusion and demonstrate this within the role.	A C D A C D A C A C D A C D
E	• To be responsible for promoting and safeguarding the welfare of students	A C D A C D A C A C D A C D
E	• Ability to form and maintain appropriate relationships and personal boundaries with students	A C D A C D A C A C D A C D

General		
E	• Respectful towards all students, with total belief in their entitlement to a high quality education, whatever their circumstances and ability	A C
E	• Committed to the principles of the Academy programme	C
E	• Possess personal integrity, warmth and a willingness to grow and learn	A C
E	• Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development	A C
E	• Enhanced CRB Disclosure	C D