



FAIRFAX
SINCERITAS LABORIS

A Fairfax Multi-Academy Trust School

INCLUSION SUPERVISOR

Candidate Pack



FAIRFAX
MULTI-ACADEMY TRUST

WELCOME – *Interim CEO of the Trust and the Head of Academy*

Dear Candidate

Firstly, thank you for considering joining one of our very successful schools within the Fairfax Multi Academy Trust. Established in 2014, we believe that education is the bedrock for a successful and fulfilling life. It is our aim to prepare each and every student to succeed in the 21st Century by purpose excellence in punctuality, behaviour, uniform, respect for one another and outstanding outcomes in the classroom.

Academic success is vital; however developing the whole person through extra-curricular opportunities also plays centre stage in our ethos.

The Trust is fortunate to have so many fantastic, dedicated and committed professionals in its schools and I personally am honoured to work for them. I do hope you find this pack informative and look forward to hearing from the Head of Academy about your application. You will be joining a fantastic organisation that will offer you many opportunities to progress as an individual and support you in attaining whatever position you aspire to achieve. Good luck and my sincere good wishes in your professional career.

Yours sincerely

CHRISTOPHER STEVENS
INTERIM CEO - Fairfax Multi-Academy Trust

Dear Candidate

Thank you for your interest in Fairfax, and a warm welcome from everyone connected with Fairfax Academy.

I am incredibly proud to be the Head of Fairfax Academy. The Academy's values are built around hard work and opportunity; we believe that every child attending Fairfax will have the chance to thrive in an atmosphere where high expectations meet endless possibilities.

The Academy enjoys excellent examination results at both GCSE and Post-16; a result of our commitment to our motto 'Sinceritas Laboris' there is dignity in labour! The Academy's experienced staff are knowledgeable and skilled and ensure that every child, regardless of starting point, is supported to optimize his/her academic achievements.

Our House system is at the heart of the school and has been in place for the best part of 60 years. This commitment to our school traditions ensures that every child has the opportunity to participate in activities that develop him/her as a person. Such activities include our annual Eisteddfod, Duke of Edinburgh's Award Scheme, local and national sporting events and many artistic performances.

My personal philosophy is that every student should leave high school proud of the young adult they have become. I believe this can be achieved by ensuring all our students meet high expectations whether it be in punctuality, behaviour, courtesy or class work. The Academy aims to promote a sense of pride in students, through students taking personal responsibility in delivering excellence! We are Fairfax and we are proud of it!

Mrs D J Bunn

Head of Academy

March 2018

Dear Applicant

Re: Inclusion Supervisor

Thank you for your interest in the above post. Please find enclosed:

The closing date for this post is Tuesday 20th March 2018 at noon.

Completed application forms should be returned to Jenny Piper, HR Manager. If you have any queries prior to completing your application form, please contact Jenny on 0121 378 1288 ext. 233.

We have regularly attracted large numbers of quality applications over the past few months. Consequently we are unable to respond to each applicant. If you have not heard from us within 14 days of the closing date, please assume that you have been unsuccessful on this occasion.

Fairfax is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

We look forward to hearing from you.

Yours faithfully



DEBORAH BUNN
Head of Academy

CONTEXT - *Our school*

Fairfax Academy is much larger than the average comprehensive school. It serves the area of Sutton Coldfield which has retained two selective grammar schools. The proportion of students with special education needs is below average. However, the proportion with a statement of special educational needs is much higher than average because the school manages specially provision for students with a range of physical disabilities. The proportion of students known to be eligible for the pupil premium is average, as is the percentage of students from minority ethnic groups.

POSITION – *Inclusion Supervisor*

Support Staff Team

An unusually large, diverse and effective range of support staff bring additional quality, care and expertise to our educational provision. A team of Teaching Assistants work with students in and outside of lessons.

A large range of other support staff are employed to manage the school's finance, payroll and HR functions, to provide IT support, administrative and technician support as well as caretaking, grounds, cleaning and in-house catering and lunchtime supervision.

In all there are around 65 support staff and the team continues to adapt to the changing needs of the school. All staff benefit from the clear line management structure and regular opportunities for training and development. Full induction programmes and a mentor are provided for all new appointments.

Support staff are fully integrated into the life of the school. They are involved in all of the school's training days, whole school discussion groups and staff meetings. Support staff are encouraged to become involved in the day to day life of the school community and play significant roles in the numerous House activities, sports and extracurricular events (including educational visits).

POSITION – *Inclusion Supervisor*

Job Description

DEPARTMENT	Pastoral Team
RESPONSIBLE TO	Assistant Headteacher - Standards
LINE MANAGEMENT OF	None
WORKING HOURS	37 hours per week with ½ hour unpaid lunch break – Term Time
WORKING PATTERN	Monday to Thursday 08:00 until 16:00, Friday 08:15 until 15:45
SALARY	FMAT Pay Scale 4
HOLIDAY ENTITLEMENT	A paid entitlement of 25 days annual leave and eight statutory holidays (to be taken during Academy holiday periods)

JOB PURPOSE

To supervise and develop the Isolation Zone within the Academy; isolation is a behavioural provision for students who are working out of mainstream lessons for breaches of the Academy's Behaviour for Learning policy.

Decisions to place students in Isolation will be made by members of LT or Head of Year via the agreed referral process. Placements will be placed for a fixed number of days, depending on the nature of the behaviour incident.

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head of Academy than those contained in this document and may be required to have specific job-related knowledge and skills.

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST (the precise duties will be discussed between the post-holder and the Assistant Headteacher – Well-Being)

1. To receive and supervise students working in Isolation.
2. To liaise with staff over setting of work for students within Isolation.
3. To challenge and motivate students, promoting and reinforcing self-esteem.
4. To liaise with staff over the re-integration of students back into mainstream classes.
5. To ensure that the Isolation Zone procedure is adhered to and that the room is well maintained, neat and tidy and motivational in resources displayed.
6. To be a part of the referral system when not in Isolation, intervening with students who are not complying with the Behaviour for Learning policy during lesson time.
7. To be aware of and apply Academy procedures and policies.
8. To liaise and consult with member of the Leadership Team, Heads of Year and Assistant Heads of Year, in relation to the development of the Isolation Zone.
9. To maintain accurate records of students attending the Isolation Zone, produce data and evaluate of student progress.
10. To oversee detention administration, issuing the daily listing, starting and finishing detention and carrying out daily detention duty.
11. To support students to commit to the Academy's BfL policy and Attendance policy.
12. To attend relevant training.
13. To assist when required with break and lunch time supervision.

GENERAL

1. Promote and safeguard the welfare of students you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.
8. Participate in training, other learning activities and performance development as required.
9. Engage actively in the performance review process.
10. Perform any other such duties as the Head of Academy may from time to time determine.

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An enhanced DBS check is required for all successful applicants

POST - *Person Specification*

	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
QUALIFICATIONS	NVQ Level 3 or equivalent GCSE English – at least grade C GCSE mathematics – at least grade C	HSAW First aid certificate or equivalent Foundation or specialist degree Counselling training ELSA	Application References Interview
EXPERIENCE	Experience working with children with specific social and emotional needs. Experience working with families. Experience of working effectively with a wide variety of support services and agencies.		Application References Interview
KNOWLEDGE AND SKILLS	You will have a knowledge of: <ul style="list-style-type: none"> • Code of Practice for SEND • Support mechanisms for pupils, parents and teaching staff. • Policies and procedures relating to child protection, health and safety, equal opportunities and confidentiality. • Contribute to a range of teaching, learning and pastoral activities. • Plan, monitor and assess pupils' ability and progress. • Take responsibility for delivering work programmes over an extended period to groups of children with 	A knowledge of the different ways in which children learn and behaviour-management strategies. The National Curriculum structure.	Application References Interview

	<p>identified needs.</p> <ul style="list-style-type: none"> • Demonstrate good communication skills both written and spoken. <p>Work effectively independently and as part of a team.</p>		
PERSONAL ATTRIBUTES	<p>Good interpersonal skills. Calm under pressure. Maintains confidentiality. Enthusiastic. Ability to adapt to a variety of situations. Shows initiative. Willingness to support whole school ethos.</p> <p>The ability to prioritise own time, with an emotional resilience when working under pressure to tight deadlines with a sense of balance and perspective.</p>		Application References Interview

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