

**Instructor for Personalised Provision & Cover**

**Job Description**

**Introduction**

As part of Wellspring Multi Academy Trust, Joseph Norton Academy is the only special school in Kirklees catering for pupils in Key Stages 2-4 with severe and complex Social, Emotional and Mental Health difficulties (SEMH).  Joseph Norton Academy is the same as any other school in that we have high expectations of our pupils; build a secure and happy atmosphere in which pupils can learn effectively and offer a broad range of subjects and qualifications, including GCSEs. However, we are different to other schools in that we organise our pupils into nurture groups; structure our day and our curriculum to support pupils with SEMH difficulties and employ specialist staff to support the special educational needs of our pupils.

**About the Post**

As an instructor at our school you will take the lead role in the co-ordination, development and delivery of personalised provision and cover at our school. Your focus will be on engaging pupils in a variety of activities, courses and work experience programmes, although it is expected you will work across the school in the following areas if required:

* Literacy / Numeracy
* ICT
* Citizenship
* Learning support
* Vocational learning
* Cover

Your focus will be on preparing pupils for adulthood in accordance with their level and needs. You will work with small groups and individuals both on and off-site. You will work with a wide variety of staff members and other agencies and establish appropriate networks to ensure good communication between key partners and stakeholders.

You will be expected to initiate, develop and deliver activities, courses, campaigns and enrichment events aimed at increasing participation and reducing inequalities for children and young people within the school. Working in partnership, you will establish new, and improve existing links between individuals, agencies, organisations and voluntary groups involved with the provision and development of relevant activities.

In order to support and develop sustainability within the school, a key role will be the development of support staff to support the delivery of sessions, and promote opportunities for children to take part in engagement activities and related qualifications. You will provide effective supervision, mentoring and support to staff, coaches and volunteers as required in order to maintain efficiency in the development and delivery of activity programmes. You will also assist with the identification of training needs.

Marketing and promotion is important, and you will be expected to assist with the development and implementation of marketing and promotional plans. You will ensure take up of opportunities is equitable at all levels, and is accessed by traditionally under-represented groups, by ensuring activities and programmes are marketed and promoted appropriately. You will also be expected to attend and/or make presentations to committees, working groups and other public and community meetings and events as required.

You will lead, or assist as appropriate, with the development and implementation of administrative systems and procedures associated with your role and the function of the school in order to ensure safety, effectiveness, efficiency and value for money.

It is expected that you will work with relevant internal and external individuals and agencies to create a clear, flexible plan to govern the development of provision related to your area as well as wider school development and monitor progress against objectives.

You will be responsible for monitoring expenditure and income associated with your area of responsibility and will maintain awareness of potential external and internal funding sources to support the development and delivery of engagement and enrichment activities.

Monitoring pupil progress is key to ensuring that impact and quality can be demonstrated, and that performance indicators are met. The evidencing and tracking of progress will be your responsibility, and you will undertake/assist in the preparation of reports as appropriate. You must ensure that accurate records of participation and performance in relevant programmes are maintained and progress reports are prepared as required.

**Key Result Areas**

* Safe, effective and enjoyable activities and programmes are developed to meet school and pupil needs
* Individuals access personalised provision on a flexible basis both on and off-site as required
* Participation increases across the school and for key population and target groups
* Pupils’ SEMH and personal development is tracked and progress is evidenced over time
* Pupils achieve relevant accreditation
* Effective partnership working takes place to meet joint priorities with appropriate delivery
* Individuals and groups are supported in order to develop capacity and resilience
* Effective partnership working takes place to meet joint priorities with appropriate delivery
* Individuals access appropriate post-16 education, employment or training

**GENERAL**

You will be expected to carry out your duties in line with the school’s policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development and through school and Trust Council communications.

As part of your wider duties and responsibilities you are required to promote and actively support the school and Trust’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young.

**RESPONSIBLE TO:** Head teacher and Senior Leaders

**RESPONSIBLE FOR:** Inclusion Workers, Teaching Assistants, Casual Coaches, Volunteers

**Competencies**

In order to be shortlisted for this post, you will need to demonstrate, using examples in your application, that you meet the criteria listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate each area, describe what happened and what the outcome was.

For the **core competencies** you should show how you meet each competency area only, not each individual example.

For the **technical competencies,** please ensure each individual example is demonstrated.

If you are successful in reaching the interview/selection stage, you may be required to undertake practical tests to assess technical/core competencies.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description please tell about these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

**Employee Specification**

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| **ACHIEVING RESULTS – Core competency** | |
| **Description:** Ensure that they and their team deliver to the required standards and contribute towards setting the required standards | |
| **Indicator** | **Where identified** |
| * Performs in a consistent and effective way reflecting on own/team performance * Learns from and corrects mistakes where necessary * Meets required individual, team and school objectives | Application Form/  Selection Process |

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| **COMMUNICATION – Core competency** | |
| **Description:** Communicates with people on a range of matters | |
| **Indicator** | **Where identified** |
| * Is approachable, open and constructively manages barriers to effective communication * Presents a positive image of themselves and improves communication through the use of communication skills * Keeps accurate and complete records consistent with legislation policies and procedures | Selection Process |

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| **CONTINUOUS IMPROVEMENT AND CHANGE – Core competency** | |
| **Description:** Is receptive to and makes changes in own and team/organisational practices, offers suggestions for and assists in implementing improvements | |
| **Indicator** | **Where identified** |
| * Adapts own and team/organisational ways of working as appropriate * Is positive about change and encourages others to adapt to and implement change * Actively seeks others suggestions and puts forward own constructive ideas on improving schools for customers * Considers and translates suggestions into practical ways of improving schools | Application Form/  Selection Process |

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| **CUSTOMER FOCUS – Core competency** | |
| **Description:** Ensures that they and their team provide effective services to customers | |
| **Indicator** | **Where identified** |
| * Encourages the collection of customer feedback and uses feedback to monitor own and team performance * Ensures that the curriculum and support is delivered in a friendly, professional and responsive manner * Ensures that the team deals with customer complaints and compliments effectively | Application Form/  Selection Process |

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| **LEADERSHIP – Core competency** | |
| **Description:** Demonstrates a positive approach leading and supporting the team | |
| **Indicator** | **Where identified** |
| * Understands how their role and team’s role links to wider school objectives * Motivates others to gain their commitment | Selection Process |

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| **PERSONAL DEVELOPMENT AND EFFECTIVENESS – Core competency** | |
| **Description:** Understands own role requirements and those of the team or organisational area and own personal development | |
| **Indicator** | **Where identified** |
| * Understands their own and team or organisational area requirements and their contribution to them * Contributes to their own personal development | Selection Process |

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| **TEAM WORKING AND PARTNERSHIP – Core competency** | |
| **Description:** Encourages and helps develop teams to achieve objectives | |
| **Indicator** | **Where identified** |
| * Treats people with respect and fairness, encouraging others to do the same * Leads, contributes and participates in team planning and encourages others to do so * Builds relationships within the team and with colleagues and partners * Provides regular feedback to the team both positive and negative * Identifies and with support resolves team problems and issues in a timely manner | Selection Process |

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| **TECHNICAL COMPETENCIES** | |
| **Definition:** Achieving a satisfactory level of technical and professional skills and knowledge and experience, in relation to your job, keeping abreast of current developments and trends in area of expertise: | |
| **Specific requirements for this post** | **Where identified** |
| Experience of working in a relevant activity field or related environment to provide a detailed working knowledge of relevant areas | Application Form |
| Experience of delivering personalised provision to school aged children | Application Form/  Selection Process |
| Ability to lead and motivate individuals and groups | Selection Process |
| Experience of staff/volunteer supervision | Application Form/  Selection Process |
| Understanding of financial processes including budget monitoring and ability to secure external funding. | Application Form/  Selection Process |
| Experience and confidence in engaging with partners and the public to understand community needs and deliver appropriate services | Application Form/  Selection Process |
| Experience of presenting information and producing reports | Application Form/  Selection Process |
| An understanding of how the school can work to deliver services at a local level to make a positive impact on individuals and communities and how this relates to the school vision | Selection Process |
| Enthusiastic and committed to making a difference for young people | Selection Process |
| Willingness to travel for work and transport young people with a full driving license and access to own transport with business insurance | Application Form/  Selection Process |
| Willingness to work occasional weekends i.e. for events | Application Form/  Selection Process |
| Willingness to undertake an enhanced Disclosure & Barring Service check and an Asylum & Immigration check. **Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.** | Application Form |
| A detailed understanding of the area of work and post for which you are applying | Application Form/  Selection Process |
| Appropriate technical qualifications for the area of work and post for which you are applying | Application Form |
| Willingness and ability to undertake Team Teach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safety, from least intrusive to more restrictive holds. | Application Form/  Selection Process |