



Cheadle Sixth Form College

**Student Support Officer
The Cheadle Academy**

RECRUITMENT PACK

The Cheadle Academy
Station Road
Cheadle
Staffs
ST10 1LH
01538 493900

office@theheadleacademy.co.uk
www.theheadleacademy.co.uk



Student Support Officer

37 hours per week Term Time plus 6 days

Grade 7 scp 24-28 (£22,401 - £25,463 FTE)

Actual Salary – (£19,367 - £22,015 pro-rata)

Start date: September 2018

The Cheadle Academy is seeking to appoint an enthusiastic and inspirational Student Support Officer. The Governors are looking for an individual who has the ability and desire to become an outstanding practitioner and contribute positively to the wider inclusive school community.

You would be joining a dedicated team of professionals to ensure that the pastoral and academic needs of particular vulnerable students are effectively met. Furthermore, you would be supported by a friendly, supportive and professional team of staff and a commitment to provide Continuing Professional Development. A comprehensive induction programme is in place for the successful candidate.

The Cheadle Academy is an equal opportunities employer committed to safeguarding and promoting the welfare of children and this position is subject to an Enhanced Disclosure check.

For further details and an application pack please visit the school website or contact Mrs K. Cope (Personal Assistant) at recruitment@theheadleacademy.co.uk

Visits to the school are welcome and can be arranged by contacting Mrs Cope on 01538 493900

Closing date for applications: Friday 18th May 2018 at 3.30pm

Interview Date: Thursday 24th May 2018

PRINCIPAL
Mr N Jamieson
BA Hons, PGCE, NPQH



STATION ROAD
CHEADLE
STOKE-ON-TRENT
ST10 1LH
TEL: 01538 493900
FAX: 08718 956963

www.theheadleacademy.co.uk
office@theheadleacademy.co.uk

Dear Applicant,

Thank you for taking the time to consider applying for the post of Student Support Officer at The Cheadle Academy. As its Principal, I would like to share with you some of the factors that attracted me to work here. The main appeal was, of course, the immense potential of The Academy to be judged, by everyone's standards, as outstanding.

Our recent Ofsted inspection noted that "there is a strong sense of community in the school. Pupils are keen to take on responsibilities...pupils feel safe...behaviour has improved markedly since the time of the last inspection and poor behaviour is now rare". "The quality of teaching, learning and assessment is improving...and there is some high quality practice in a number of subject areas...Staff know the pupils well. They use their secure subject knowledge and positive relationships to help pupils make progress". Our new sixth form provision which transferred to the school, last summer "is well led and managed and, as a result the quality of teaching, current students are making strong progress."

The Academy has seen an improvement in its outcomes for students with our subjects in the open bucket ranked in the 16th percentile nationally and it is clear of the enormous potential of our academy to become an outstanding school. Our outcomes in Humanities are ranked in the 23rd percentile nationally (according to our IDSR). We are predicting further improved outcomes this year, building on our recent successes. We achieved the highest results in the academy's history in 2017.

Are you a dynamic and inspirational Student Support Officer? Are you ready to help our pupils reach their full potential? We are looking for a Student Support Officer with the drive and ability to support innovation and progress in the Pastoral team, who puts the best interests of students at the forefront of their work. The ideal candidate for this position will be self-motivated and ambitious, whilst remaining committed to working collaboratively with colleagues at all levels across the organisation. You will have experience of raising standards through your intervention and the vision to inspire others to do the same.

The Cheadle Academy is a popular 11-18 inclusive comprehensive school serving the close knit community of Cheadle and the surrounding villages. The whole community takes a keen interest and pride in the achievements of its students. Our staffing compliment is 29.6 FTE teachers and 20 support staff. We have 469 students on role and, following the closure of our collaborative sixth form, *The Moorlands Sixth Form College*, we have opened our own *Cheadle Sixth Form College* in September 2017, offering a wide range of A Levels and some vocational courses to support the students of Cheadle and the surrounding area.

There is an emphasis on a caring, inclusive academy in which all staff take responsibility for the protection and safety of our students. We are an equal opportunities employer and aim to provide equality of opportunity and access to all.

The Cheadle Academy has a strong track record of collaborative work with our primary feeder schools, other institutions and groups of school, which will continue to develop in the future. Parental support is excellent; Opening Evenings, Consultation Evenings, Awards Presentations and performances are always well attended. The Academy's wider community provides much positive encouragement.

Every child's journey through our Academy is important to us. We intend to ensure that every child receives nothing but the highest levels of academic and pastoral support, as we build a school dedicated to achieving my underlying philosophy of promoting success through partnership and challenge. Please review the recruitment pack before completing your application form. Please do not send a CV with your application form.

I would like to thank you for your interest in this post, and our Academy, and wish you every success with your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'N Jamieson', written on a light blue background.

Mr Neil Jamieson
Principal

BACKGROUND INFORMATION



SAFEGUARDING

The Cheadle Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school follows safer recruitment practices and the successful applicant will be required to apply for an enhanced Disclosure and Barring Service check.

We are passionate about promoting British values, which is evident through our curriculum and the routines of our daily school life.

VISION AND VALUES

The Cheadle Academy's aspirations are reflected in the culture and ethos of the school, in the way in which our community is built upon sensitivity, tolerance and the appreciation of difference; at the heart of our work is the education of the young people in our care. There is a whole school ethos based on "Promoting Success".

The Cheadle Academy seeks to ensure that all students aim to maximise their progress and attainment by:

- Developing a culture based on high expectations for both academic success and behaviour that supports learning
- Creating a set of values and norms which every member of the school community must adopt and uphold
- Focussing on the basics particularly reading, writing, communication and numeracy
- Achieving high levels of consistency; our pedagogy, classroom routines and behaviour policies are apparent throughout the academy
- Seeking to reward effort as well as achievement
- Celebrating and developing resilience
- Systematically cultivating aspiration through the use of visits, role models and creative opportunity.

The academy has a comprehensive system for using data to identify areas for improvement and a rigorous self-review system that enables it to deliver the necessary focussed improvements in learning, that are a prerequisite for constantly improving outcomes for our young people. We also have a CPD focus on training in accurate moderated assessment to ensure that all intervention is appropriate and targeted.

The capacity for sustained improvement is excellent. Our leadership structures are designed to bring added value to management; our leaders, at all levels, are seeking to bring about change, whilst all of our teams have in common the capacity to envision dynamically a set of coherent and communicable objectives and an associated ability to formulate and implement a clear map of how to reach them.

Our structure is designed to have a number of important characteristics

- A willingness to take on system wide roles and work with other schools
- Moral and strategic purpose
- A focus on enhancing the quality of creative learning, teaching and assessment
- An ability to make our academy a personal and professional learning community
- A commitment to building capacity through networking and collaboration
- A clear framework for developing leadership at all levels within the institution

The leadership structure, school ethos and numerous collaborative ventures gives the academy the capacity to tackle a number of key challenges facing the academy's leadership, driven by the increase in the scale and complexity of the agendas that all school leaders have to face. We have the leadership capacity to address the challenges associated with the juxtaposition of the learning and standards agendas on the one hand and the social and inclusion agendas on the other. Significant investment in Special Needs provision addresses issues relating to our vulnerable groups and ensures a constant focus on issues relating to equality and discrimination; our numerous links with other schools enables our students to be aware of issues relevant to them as world citizens.

We believe that a sense of clear direction is a strength of the academy. A number of processes are used to bring this about including:

- Involving all stakeholders in the development of a whole school vision
- The involvement of staff in creating our current school Aims Statement with its link to the School Improvement Plan, Team Improvement Plans and individual staff targets
- An effective Governors Committee structure and the leadership of a Development Committee
- Regular meetings of the Key Stage Leaders, led by an Assistant Principal, which links the student welfare system to the Senior Staff.
- Self-evaluation is strong. Targets are set to be aspirational and challenging, yet within our grasp as a school
- Governors and leadership teams have a good understanding of the academy's strengths and weaknesses, and have the drive and determination to move the academy forward. Our self-evaluation provides an accurate diagnosis of the academy's strengths and weaknesses, and systems are rigorous and involve staff at all levels.

Action we take, both operationally and strategically, is appropriate, carefully planned and aimed to provide impact in the areas that need it most, and where progress is particularly hard to achieve.

The energy, vision and drive of the Leadership Team, linked to the excellence of the support from leaders at all levels, and Governors, has helped to create a improving school. The academy has maintained and improved upon its previous performance. There is effective succession planning within the Senior Leadership Team and an established second tier of leadership and management confident in its roles and responsibilities. The SLT is very ambitious and is continually pressing forward with school improvement built around its secure evaluation of the academy's performance.

There is a well-balanced School Improvement Plan showing that the academy has focused priorities for each year supported by subject plans and other aspects within the academy.



APPLICATION PROCESS

Student Support Officer -

Key Dates:

School tours available on: On request, please telephone Karen Cope on 01538 493900 to arrange.

Closing date: Friday 18th May 2018 at 3.30pm

Shortlisting Date: Monday 21st May 2018

Interview Date: Thursday 24th May 2018

Start date: September 2018

We do hope that you apply and, if you do, you need to submit a fully completed application form by the closing date above. Please note that we do not accept CVs and no applications will be accepted after the closing date. Shortlisting will be based on the information contained within your application form only.

Your application should be emailed for the attention of Karen Cope to: recruitment@theheadleacademy.co.uk

or post it to:

Karen Cope
Personal Assistant
The Cheadle Academy
Station Road
Cheadle
Stoke-on-Trent
Staffordshire
ST10 1LH

For further enquiries, please contact the school on 01538 493900

We look forward to receiving your application.

Job Description – Student Support Officer

Statement of Purpose

- Under the direction of senior staff, co-ordinate the support provision for students who need help to overcome barriers to learning, in order to achieve their full potential, and enable the academy to raise standards of achievement and progress, improve attendance and raise standards of Behaviour for Learning.
- To work as part of a team to promote and support whole academy policies, to ensure that the pastoral needs of students are effectively met, raising their aspirations, self-esteem and motivational levels so they can achieve their academic potential, with priority given to disadvantaged students.

Support Organisational Management

- To provide information, reports and analysis on student behaviour for vulnerable and disadvantaged students
- To co-ordinate the provision of, and to monitor the completion of, work set for students in seclusion or external exclusions.
- To act as the Deputy Designated Safeguarding Lead for the appropriate vulnerable students and across the academy.
- To fulfil their duty in relation to Safeguarding of students and the PREVENT strategy.
- Working with outside agencies and parents in monitoring individualised programmes of study and support.
- To work with outside agencies to monitor attendance, punctuality and lateness of identified students, especially disadvantaged students.
- To target and arrange to meet students and parents/families who warrant intervention due to poor attendance.
- To liaise with academy staff, parents, outside agencies, education welfare and the police with regard to confidential/sensitive information and complex issues.

Support to Students and Staff

- To investigate incidents of poor behaviour and liaise with the relevant staff on actions taken.
- To collate information on disadvantaged, at risk or vulnerable students and liaise with the Pastoral Team and subject teachers in order to identify and remove the barriers to learning experienced by each designated disadvantaged student.
- Set challenging and demanding expectations, including high attendance and exemplary behaviour, and support disadvantaged students to achieve them.
- To identify, in consultation with Assistant Principal/Key Stage Leaders, students who need referring to specific interventions or one-to-one support and be involved in appropriate follow up.
- To inculcate a positive environment and learning ethos for Seclusion.
- To assist with the development of bespoke timetables liaising with all stake holders.
- To negotiate student reintegration, including support strategies such as Assertive Mentoring or the completion of Individual Education Plans, as appropriate.
- To develop behaviour modification strategies and monitor for evidence of impact, re-evaluating interventions and adjusting where appropriate.
- To work directly with individuals or groups to raise self-esteem and confidence of students with a view to improve personal and social skills.

- To assist with Work Experience where possible to raise esteem and resilience, including long-term placements for disaffected students.
- To liaise with outside agencies and intervention practitioners, parents/carers, staff in the academy and the Pastoral team.
- To monitor homework and coursework completion for selected disadvantaged students and take appropriate action based upon the outcomes.
- To support the co-ordination of detentions, liaising with parents, students and staff.
- To provide support for all matters related to the inclusion of students as deemed suitable by the Assistant Principal for Pastoral.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Support to Parents and the Community

To develop positive home – school relationships, acting as a link between home and school particularly for disadvantaged students and, where necessary, visit students and families at home to remove barriers to learning.

- To signpost a range of support services to children and families identified as requiring support and the development of and running of Early Help Assessments where required
- To contact parents informing them of individual students' behaviour as part of effective lines of communication between school and home.
- Supporting parents and students in crisis, liaising with identified personnel.
- To prepare for and attend multi agency meetings as appropriate and the development of care plans/student passports.
- To prepare reports for disciplinary meetings as appropriate
- Support the communication of assessment and reporting of student to parents

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
-

Financial Management

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification Level

Essential Criteria	Measured By
Experience <ul style="list-style-type: none"> • Experience of working in an education setting committed to the inclusion agenda. • Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances. • Experience of helping pupils with underdeveloped basic skills. 	AF/I
Qualifications/Training <ul style="list-style-type: none"> • Level 3 or high qualifications • NVQ 3 in learning & development support services for children, young people and those who care for them or equivalent qualification, or experience in a relevant discipline. 	AF/I
Knowledge/Skills <ul style="list-style-type: none"> • Ability to remain calm in situations of high tension. • Ability to work constructively as part of a team. • Good ICT and record keeping skills. • Ability to communicate effectively both orally and in writing. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. • Ability to relate well to children and to adults. • Have the ability to deal with sensitive issues in a professional manner. • Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication. • Influencing/ persuasive skills. • Good communication skills. • To analysis behaviour and attendance data to identify trends and identify supported interventions. 	AF/I

<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. <p style="text-align: center;"><i>AF - Application form I – Interview</i></p>	AF/I
---	------

Note 2:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours***
- ***Attitudes to use of authority and maintaining discipline***

The Cheadle Academy
Station Road
Cheadle
Staffs
ST10 1LH
01538 493900

office@thecheadleacademy.co.uk
www.thecheadleacademy.co.uk