



Farnham
Heath End School



Student Support



#RoadToGreatTogether



Candidate Letter

Thank you for your interest in this role. This post is an exciting opportunity to join a rapidly improving school towards our journey of #RoadToGreatTogether.

Farnham Heath End School is an 11-16 community school serving the Farnham and Aldershot areas. As we continue to grow, we are looking to expand our Computing department. In September, we will have approximately 1050 students on roll and are truly comprehensive. Farnham Heath End School is also part of the Weydon Multi Academy Trust (www.weydonmat.co.uk).

We are fortunate to have a great staff, both teaching and non-teaching. Visitors frequently comment on the warm and welcoming atmosphere in the school. At Farnham Heath End School we believe in working and playing hard. Our students and staff throw themselves into events like Comic and Sport Relief and a Staff Pantomime with tremendous energy and enthusiasm.

The Senior Leadership Team comprises: Principal, 2 Vice Principals, 2 Assistant Principals and 4 Associate Assistant Principals. We are very fortunate to have a Governing Body which actively supports the school as our 'critical friends'. I firmly believe in the concept of distributive leadership because I am convinced that I do not have all the good ideas and that leadership is a team activity.

If you are interested in applying for this post please do so by letter of application and completing the application form (no CVs or additional information). In your letter of application, which should be no more than two sides of A4, please could you address the following points:

- Why you are particularly attracted to this post at this school
- A summary of your experience to date
- Anything else you may wish to add

If you decide to apply I look forward to reading your letter which should be returned to school by **14th April 2023** however we reserve the right to interview sooner, when appropriate. Please ensure that you include contact numbers for both daytime and evening and an email address. If you would like to visit the school to see us in action, before submitting your application please contact Julie Jay via JJay@fhes.org.uk

I know from my own experience how long it takes to draft letters of application and thank you in advance for your time and effort. Thank you for your interest in this post and whatever the outcome, may I wish you the best of fortune in your future career.

Yours sincerely,



MR STUART MAGINNIS

Principal



Job Advert

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|----------------|---------------------------------------------------------|
| Post: | Student Support |
| Employer: | Farnham Heath End School |
| Location: | Farnham, Surrey |
| Salary: | WA5 - £23,298 - £27,209 FTE (Depending on Experience) |
| Contract type: | Full Time Permanent (Flexible working can be discussed) |
| Job starts: | ASAP |
| School type: | Secondary 11-16, mixed gender |

We are looking for a new member to join the Student Support team to support and make a difference to the lives of all students at the school and work closely with students who have behaviour, emotional and social difficulty. Our Student Support team offer effective solutions to inappropriate behaviour, provide a balanced approach to restorative measures, as well as foster positive relationships with all stakeholders.

We will offer a range of CPD opportunities to support the successful applicant and we would welcome applications from ambitious individuals who share our vision and wish to contribute to transforming community education in Farnham. Our staff are committed to sharing good practice and collaborative working, with opportunities for creativity within the curriculum encouraged. Farnham Heath End School has excellent facilities and is rapidly improving so that it becomes an outstanding provider of high-quality local education.

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. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Clearance. For more information and an application pack, please see our school website www.fhes.org.uk or contact Julie Jay via JJay@fhes.org.uk. If you would like to visit the school before submitting your application please contact us.

Completed application forms should be returned to Julie Jay via JJay@fhes.org.uk by 14th April 2023 however we may interview sooner if we have a strong field.



Job Description

MAIN PUPOSE OF JOB:

- Support students pastorally to ensure they reach their full potential.
- Ensure students' conduct reflects the school's effective strategies to promote high standards of behaviour.
- Liaising with teaching staff to co-ordinate the approach to support targeted students in order to raise achievement and provide support to enable them to achieve their expected outcomes.
- Develop working relationships with other stakeholders including parent carers, staff and professional from external specialists and community agencies.
- Support students throughout the day by fulfilling pastoral responsibilities.
- Attend meetings/ training and carry out administrative tasks and duties as specified on the academy calendar.
- Making formal referrals to agencies when necessary
- To develop, implement and support actions for targeted groups or individuals who need particular support.
- To develop relationships with students requiring particular support with the aim of engaging them with learning and other activities in the school.
- To support those students in danger of dis-engagement from education.
- Develop and lead study support activities during and outside of school hours where appropriate.
- Liaison with external agencies to support students.
- To devise and facilitate group work sessions from Years 7-11 addressing issues such as low self-esteem, resilience and mental health.
- To implement strategies to improve attendance and support students who return from long term absence.
- To aid with on call responsibilities during the school day to resolve any behaviour concerns from lessons and social time

Other Duties:

- Play a full part in the life of the school community.
- Support the school in meetings its vision and ethos.
- Play an active role in the protection and safeguarding of children.
- To actively promote school policy.
- To continue your personal development
- To undertake any other duty as specified by the school.



General Responsibilities

- To adhere to safety regulations
- To participate in the School Performance Management Scheme.
- To participate in appropriate meetings with colleagues and parents in Directed Time, as required.
- To carry out an equitable share of supervising duties in accordance with agreed rosters
- To adhere to and promote School policies on equal opportunities and race equality.
- To attend school based CPD activities proportionally to your working time.
- Focus on continuous improvements to systems and processes.
- Undertake other tasks that may be required by the school at any time.
- To participate in the school Performance Management/Staff Appraisal Scheme.

LINE MANAGEMENT: Not applicable

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified. The School will endeavour to make any necessary reasonable adjustments to the Job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment of any employee who develops a disabling condition. This Job Description is current at the date shown but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the Job which are commensurate with the salary and Job Title.



Person Specification

(A = Application, I = Interview, T = Task)

| Qualifications | Essential | Desirable | A | I | T |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|---|
| ➤ HLTA Qualification | | * | * | | |
| ➤ Evidence of recent participation in a range of relevant in-service training | | * | * | * | |
| Professional Knowledge, Skills and Understanding | Essential | Desirable | A | I | T |
| ➤ Demonstrable success in raising achievement | | * | | * | |
| ➤ The ability to create an outstanding learning and teaching environment for students, including disabled students and students from underrepresented groups | * | | * | * | |
| ➤ Knowledge of the National Curriculum and appropriate interventions for students to achieve success | * | | * | * | * |
| ➤ Strong behaviour management skills | * | | * | * | |
| ➤ Strong ICT skills | | * | | * | |
| ➤ Confident user of data, able to provide analysis and measure impact of interventions | | * | * | * | * |
| Experience: | Essential | Desirable | A | I | T |
| ➤ Of working in a secondary setting | | * | * | | |
| Leadership and Management Skills | Essential | Desirable | A | I | T |
| ➤ Ability to prioritise, plan, organise and manage work life balance. | | * | | | * |
| ➤ Ability to work as an effective part of a team. | * | | * | * | |
| ➤ Excellent time management and organisational skills | * | | | * | * |
| ➤ Excellent interpersonal, presentation and communication skills, both written and spoken | * | | * | * | * |
| Personal Qualities | Essential | Desirable | A | I | T |
| ➤ High quality communication skills with the ability to develop positive relationships with students, parents and peers | * | | | * | |
| ➤ A sense of humour and a good sense of well-being | * | | | * | |
| ➤ High expectations of self and others | * | | * | * | |
| ➤ A flexible and adaptable approach | * | | | * | |
| ➤ An innovator with the desire to continue to learn and develop within the professional role | | * | | * | |
| ➤ Resilience and the determination to be successful within this role and ambitious for the School and its children | * | | | * | |
| Safeguarding Children | Essential | Desirable | A | I | T |
| ➤ Committed to safeguarding and promoting the welfare of children and young people (References) | * | | * | * | |
| Equality of Opportunity | Essential | Desirable | A | I | T |
| ➤ The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to | * | | * | * | |



50 reasons to work at FHES

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| 1 | Wellbeing Co-ordinator appointed to organise social events, create surveys and be there as a 'go to' for staff. |
| 2 | Additional PPA time for management responsibility. |
| 3 | A sensible 'feedback policy', bespoke to departments. No more countless hours pointlessly marking hundreds of books 'just because'. No mandatory written comments or specific frequency required. |
| 4 | No lunch duties. If staff really want to do one, we pay them. |
| 5 | Outstanding nursery on site, discounted by 10% for staff. |
| 6 | Flexible working and part-time working supported, especially for staff with young children. |
| 7 | Only one break duty per week, usually when the teacher is free the period before or after. |
| 8 | All SLT teach to spread the load and stay firmly 'in the game'. |
| 9 | Autonomy given and no micro-managing, within our shared values and strategy |
| 10 | Sensible performance management done with you not to you with a classroom development focus. |
| 11 | Low stakes lesson visits based on professional curiosity and research-informed practice. |
| 12 | Lesson visit feedback arranged during school hours. |
| 13 | Work scrutinies led by departments and Middle Leaders, based on professional curiosity. |
| 14 | Pace: when there is an issue, we tackle it fast and get it sorted. No faffing. |
| 15 | Staff discouraged from reading or sending emails on their phones, at least in the evenings and weekends. |
| 16 | While we try to recognise and praise discretionary effort, no kudos given for working extra hours just for the sake of it. |
| 17 | CPD is bespoke, targeted and evidence-informed. |
| 18 | CPD is planned for the term and year in advance, so everyone knows what is happening. |
| 19 | SPDS encourages collaborative planning (subjects meet weekly on a shorter school day to allow for collaborative curriculum planning) |
| 20 | Staff encouraged to share resources and co-create across the MAT |
| 21 | Data capture two times per year (cut down from 6) |
| 22 | No written parental reports for subject teachers, only form tutors. |
| 23 | No formal lesson plan formats or silly rules about submitting them. |
| 24 | Fantastic admin support: all letters checked, addressed, printed and posted or sent electronically for staff centrally. |
| 25 | On site ICT technicians offering full time tech support. |
| 26 | We want meetings to focus on T&L and strategy, not admin. They should finish on time and are not needless. |
| 27 | We are careful of 'mission creep', where extra and often unnecessary details are gradually added to an initiative usually causing workload to spiral out of control. |
| 28 | Trust. An absence of fear: no Ofsted fear, no management fear. |



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| 29 | 1265 Directed Time not filled up. We know staff work hard and go the extra mile. We don't need to measure it. |
| 30 | Single page SEFS and 100 day Action Plans for departments. |
| 31 | Working towards a coaching culture. The T&L team are coaching trained in order to support our staff effectively. This aims to reduce workplace stress and empower staff to take effective control of their work lives. |
| 32 | SISRA for staff to access data and complete analysis swiftly. |
| 33 | Principal supports family and milestone events if a day off is needed. |
| 34 | Range of staff socials/events to encourage getting together and relaxing as a team. |
| 35 | Staff have access to a trained counsellor to support with positive mental health. |
| 36 | Opportunities for staff career progression within school or across the MAT. |
| 37 | Systems in place for supporting staff with health issues. |
| 38 | Budget allocated to Wellbeing Co-Ordinator to support events. |
| 39 | Leave for unavoidable medical appointments fully paid. |
| 40 | No BS and no elephants in the room. Regular opportunities given to staff to give critical feedback to the Principal about what's going well and what is not. We talk about and acknowledge challenges and where we can do better. |
| 41 | All staff email kept to a minimum. Only a select few of our staff are able to send all staff emails. We now have a daily and weekly bulletin. |
| 42 | Free access to the school Fitness Suite. |
| 43 | Early years teachers (ECTs – ECTs+3) receive weekly instructional coaching from trained coaches. |
| 44 | All staff have access to the FHES effective teaching habits to ensure classroom consistency. |
| 45 | Virtual parents' evenings, which allow staff to work from home. |
| 46 | Host school for researchEd Surrey |
| 47 | Integrated Google classroom use to support face to face and remote teaching |
| 48 | Introduction of knowledge organisers with students who self-assess their own learning increasing student ownership and removing need for staff to mark home learning. |
| 49 | All staff have access to a school purchased Chromebook to support them with high quality access to technology |
| 50 | All classrooms have visualisers for all staff to live mark and model answers |

"Road To Great Together"

Find us on Twitter [@TeamFHES](https://twitter.com/TeamFHES)