



Inspire Learning Trust

Engage Manager

Closing Date: Thursday, 13 June 2024 at 12.00noon

Interviews: Week commencing 17 June 2024

Responsible to:	Assistant Headteacher and SENDCO
Responsible for:	Coordinate the Engage provision (an alternative specialist provision)
Salary:	Band H, 19 – 22 Actual Salary - £30,020 to £32,493 per annum (FTE Salary £33, 024 to £35,744) depending on experience
Working hours:	37 hours per week, permanent, term time at 192 days plus 10 directed days

Oakwood High School is an over-subscribed 11-16 High School with a strong emphasis on respect for all; we are a 'well led', 'good' school where 'pupils enjoy attending' and 'the vast majority of parents would recommend'.

We are looking to appoint a well-qualified candidate to join an enthusiastic, supportive and successful school as an Engage Manager.

- You will be working under the direction of Assistant Headteacher and SENDCO to implement agreed work with individuals and groups, in and out of the classroom.
- Successful candidate will support pupils with a range of difficulties to enable them experience the broad and balanced curriculum, which is their right.
- Provide stable leadership and coordinate the Engage provision (an alternative specialist provision).
- Support pupils with SEMH difficulties and provide intervention programmes.
- Support the Teaching and Learning in the Engage provision, a specialist provision for pupils with SEMH difficulties.
- In particular, successful candidate will be required to work with pupils who need emotional support and nurture to empower them to access the curriculum.

- The successful candidate would also deliver bespoke pastoral support for pupils to overcome barriers, which may include social, emotional and mental health needs.

The candidate will be truly committed to supporting pupils to progress and achieve, have high aspirations for pupil's success, contribute to ongoing planning with imaginative and dynamic ideas and the success of the school in its move to outstanding.

To enhance pupils' learning and create independence, all pupils and staff are provided with a chrome book.

We Offer:

- A supportive and successful school where staff work in a way that encourages a positive work environment that is solution focused and proactive for all.
- A school with a way of working that encourages a positive work environment that is solution focused and proactive for all.
- And a positive working environment, we care about our pupils, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website:

<https://www.inspiretrust.uk/vacancies/>



PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust

Why work for us?



Employee Assistance Programme
24/7 confidential help covering counselling and practical and emotional help.



Support Staff Holiday Entitlement
Generous annual entitlement for all our professional support staff.



Accredited living wage
We are committed to ensuring staff rates of pay exceed the national minimum wage.



Student Admissions at OHS
Priority placing for children of staff, subject to length of service.



Specsavers Eye care voucher scheme
Obtain a free eye test and discounts on glasses



Flu jabs
Flu jab vouchers available on an annual basis.



Cycle to work Scheme
Salary sacrifice scheme on a brand new bike with Cyclescheme.co.uk



Free Parking
Free car parking at all sites.



Employee Referral Scheme
You could earn £500 for recommending an appointed friend or family member



Evening Language Classes
Access to modern foreign languages classes at a 25% discounted rate.



Onboarding for new starters
Bespoke onboarding process for all new starters, including an additional day's pay.



Pension contributions
Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.



Gym and exercise classes
Gym membership and exercise classes at only £10 per academic year.



Urban Yoga
Access free yoga classes at Oakwood High School.



Sports Facility Hire
Reduced rates on our sports facilities and pitch hire.



Westfield Health Scheme
A salary sacrifice scheme that gives quality health cover.



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Job Description and Person Specification

Main Purpose of Job

To work under the guidance of the Assistant Headteacher and SENDCO, to implement agreed work programmes with individuals / groups both within and out of the classroom. In particular candidates will be required to work with pupils who need support and nurture to empower them to access the curriculum.

All post holders at Oakwood High School and the Trust are required to work at their designated level to support the implementation of all policies and procedures to achieve key targets. These targets are reviewed annually and adapted to meet the needs of our pupils.

The post holder will be a key member of the team in the Academy and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

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For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1.	Main Duties and Responsibilities	A	L	O
1.1	To coordinate organising the efficient deployment of resources, monitoring their effectiveness.		✓	✓
1.2	Facilitate and encourage a learning experience which provides pupils with the opportunity to realise their full potential and secure good progress and attainment.		✓	✓
1.3	To work as part of a team to support colleagues and contribute to the vision and ethos of the school.		✓	✓
1.4	To support students with SEMH difficulties by providing bespoke support and provide them with coping strategies to implement in lesson.		✓	✓
1.5	To undertake personal development to improve own practice.	✓	✓	✓
1.6	To assist with student welfare duties including the supervision of students at lunchtime under the agreed system for the school to ensure the safety and welfare of students.		✓	✓
1.7	Through personal example, open commitment and clear action, ensure diversity is positively valued, resulting in equal access and treatment in employment, service delivery and external communications.		✓	✓
1.8	To be fully conversant with statutory requirements and procedures relevant to the needs of students, and to provide advice about these to a range of stakeholders.		✓	✓
1.9	To monitor the systems in place to support students and report these to the appropriate SLT member and/or lead professional.		✓	✓
1.10	To monitor the progress of students, acting where appropriate to ensure effective interagency support for that individual.		✓	✓
1.11	To challenge and support school, governors, parents/carers and agencies to improve outcomes for students.		✓	✓
1.2	To liaise closely with schools and settings, and parents/carers to develop and provide packages of support for students.		✓	✓



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2	Other Professional Expectation	A	L	O
21.1	To uphold the school's ethos and expectations of professional standards as exemplified in the Staff Code of Code and by complying with the requirements of all school and Trust policies, especially those relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.		✓	✓
2.2	To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident.		✓	✓
2.3	To recognise and respond effectively to equality issues as they arise in the classroom, challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.		✓	✓
2.4	To promote the school/Trust positively and participate in promotional events such as open evenings and not to undertake any activities that may bring the school's/Trust's name in to disrepute.		✓	✓
2.5	To carry out the terms and conditions of employment as detailed in the employee's contract.		✓	✓
2.6	To ensure equality of opportunity is afforded to all persons both internally and external to the Trust and actively seeking to eliminate any direct or indirect discriminatory practices/behaviours.		✓	✓
2.7	To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.		✓	✓
2.8	To take a proactive approach to professional development and to participate in training opportunities, and other learning activities as required including participation in the school's Appraisal and Probationary procedures.		✓	✓
2.9	To attend and actively participate in regular team and school meetings.		✓	✓

3	Generic Duties and Responsibilities
3.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
3.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).
3.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
3.4	Participate and contribute to Talent Development and Service Frameworks and other plans.
3.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
3.6	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 in accordance with policy.



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3.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
3.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
3.9	Organise and support school/college and Trust events as requested.
3.10	Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.
3.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment. Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1.	Qualifications	Essential	MoA
1.1	English and Mathematics GCSE grade C or above (or equivalent).	✓	AF / CQ
1.2	Good level of further education.	Desirable	AF / CQ
1.3	Evidence of personal commitment to continued professional development.	✓	AF / I / R
2.	Experience, Skills and Knowledge	Essential	MoA
2.1	Successful recent experience working with secondary aged children	Desirable	AF / I / R
2.2	Ability to deliver support and interventions to young people with SEMH	✓	AF / I
2.3	Ability to communicate accurately and effectively in different formats, to different audiences (particularly parents), and to use ICT confidently.	✓	AF / I / R
2.4	Ability to make decisions independently.	✓	I / R
2.5	Excellent time management and administrative skills.	✓	R
2.6	Experience of working successfully with other professionals, agencies and parents.	✓	AF / I / R
2.7	Ability to relate positively to pupils with SEMH difficulties.	✓	AF / I
2.8	Ability to motivate, inspire and have high expectations of pupils	✓	AF / I / R
2.8	Experience of working effectively as part of a team but also proven ability to work	✓	AF / I / R



	independently on given tasks.		
3.3.	Supporting Learning	Essential	MoA
3.1	Ability to think creatively and adapt work for pupils as necessary within lessons.	✓	AF / I / R
3.2	Ability to maintain a positive learning environment through effective support and behaviour management.	✓	I / R
3.3	Able to demonstrate knowledge & experience of inclusive teaching & learning strategies to support children with special educational needs and disabilities.	Desirable	AF / I / R
3.4	Ability to communicate pupils' progress, attainment and attitude to learning in a sensitive, but accurate manner to parents, pupils, other teachers and professionals.	✓	AF / I / R
3.5	Able to demonstrate experience in tailoring future learning to ensure groups and individuals make expected progress.	✓	AF / I / R
4.	Personal Qualities and Attributes	Essential	MoA
4.1	Able to maintain the highest standards of professionalism.	✓	AF / I / R
4.2	Able to develop and maintain appropriate and effective relationships with pupils, staff, parents/carers and other professionals.	✓	AF / I / R
4.3	Open and approachable with a dynamic and positive outlook.	✓	AF / I / R
4.4	Able to respond creatively and positively to new challenges and change.	✓	AF / I / R
4.5	Ability to work under pressure, prioritise and remain emotionally resilient.	✓	AF / I / R
5.	Safeguarding	Essential	MoA
5.1	Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children.	✓	AF / I / R
5.2	A commitment to safeguarding and promoting the welfare of children, young people and/or adults.	✓	AF / I / R
6.	Mandatory Requirements	Essential	MoA
6.1	A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF / I / R
6.2	Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF / R



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6.3	References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF / R
7.	Physical Requirements	Essential	MoA
7.1	Health and physical capacity for the role.	✓	AF / I / R
7.2	A good attendance record in current employment (not including absences resulting from disability).	✓	R

8. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.

Changing and Improving: Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act on the effects changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results

Making Effective Decisions: Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications.

Leadership: Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.

Communicating and Influencing: Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.

Working Together: Develop a relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to and all individual needs are taken into account. Ensure it is clear that bullying,



harassment and discrimination are unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results.

Developing Staff and Others: Identify gaps in own and team's skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of experience/background can help to build an inclusive team culture. Consider the contributions of all team members and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues.

Managing a Quality Service: Work with pupils/students to understand their needs. Create clear plans and set priorities which meet the needs of both pupils/students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.

Delivering at Pace: Regularly review the success of activities in the team to identify barriers to progress or challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



Inspire Learning Trust is committed to... Educational Social Responsibility
We are committed to a value led educational provision.

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***