

A young man with glasses, wearing a dark school uniform with a crest on the sleeve, is focused on working on a LEGO Mindstorms robot. He is sitting at a desk in a computer lab. In the background, there is a large computer monitor displaying a software interface, and the wall is covered with various educational posters and notices. The scene is brightly lit with overhead fluorescent lights.

The Telford
Priory School



Candidate Information

Alternative Provision & Intervention Centre Manager

“Education is for improving lives and for leaving your community and world better than you found it”

Dear Applicant

January 2018

Alternative Provision & Intervention Centre Manager at The Telford Priory School

Thank you for acquiring details of this exciting opportunity to join this wonderful new school for Telford. We are all exceptionally proud of the staff and young people at the school as they settle into new ways of working, form new powerful professional partnerships, make new friends and together achieve more than they ever thought possible.

The Telford Priory School joined our Trust officially on 1st November 2015, however we have been working with the leadership since well before this date. Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. Both of these schools were judged outstanding by OFSTED within the last 3 years. The Trust has grown since 2012 and now comprises five secondary schools and nine primary schools in Warwickshire, Staffordshire and Telford. Other schools are currently consulting on joining our Trust.

We are proud of our community school based origins and organize ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. The Telford Priory School is in our Telford Hub that consists of two further secondary schools and a primary school.

Our Trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. As a high performing sponsor, the Trust has a track record of improving schools and if successful you will be an important leader significantly influential on the journey of school improvement.

Your professional development is crucial to us and you will be well supported both by colleagues in The Telford Priory School and others across Telford and the wider Trust. This is a wonderful opportunity for an ambitious teacher. The opportunities for further professional progression and enrichment are significant and enhanced by our proactive approach to the support and development of our staff.

Our website describes the Trust and our work in more detail – www.communityacademiestrust.org

Good luck with your application. I look forward to meeting you.



Philip Hamilton
Chief Executive Officer





We welcome visits to the school.
If you would like any further
information or to arrange a visit
please contact us or email
TPS.HR@taw.org.uk

Dear Applicant

These are exciting times for us all at The Telford Priory School as we move into year 3 and look to the future with continued energy, commitment and a passion for developing our students and staff.

At The Telford Priory School, we want to ensure that we embed the core values of the Community Academies Trust in everything that we do in our bid to Ensure Excellence.

We believe in the power of education and the endless possibilities which education can provide. Every day at TPS is a chance to transform lives and open doors for the young people we work with.

We value every child at TPS and welcome parents to talk to us about how best to support their child. Our half termly Parent Focus group sessions in particular are an opportunity to work with us to help develop our school.

We have high standards at TPS and insist on a professional look for our staff and students helping to create a core sense of learning and pride in everything that we do. All members of our community are dedicated to supporting one another to be the best that we can be.

We have high expectations for behaviour at TPS and expect our students to be excellent role models for one another. As part of our House system, students in our school work together for charity events and other community engagement projects.

We see TPS as being at the centre of this community whereby we provide opportunities for all to benefit from our beautiful new building and facilities including our 3G pitch, our theatre and our extensive ICT facilities.

We look forward to meeting you and welcoming you to our school.



Stacey Jordan

Headteacher

Imran Iqbal

Deputy Head-Staff

Values & Ethos - Anyone can be a hero

At The Telford Priory School, we believe that everyone can be a hero in their own way. We believe that the small things that we do can make a positive difference to someone's life and we encourage and celebrate the achievements of staff and students both inside and outside of school. We believe that it is the duty of everyone to keep learning and growing together to become the very best that they can be.

TPS is sponsored by The Community Academies Trust and as such our core values are underpinned by a set of principles that shape and define the way we work with the students in our care and the community we serve.

Our three main types of achievement are:

Academic - where students are challenged to achieve more than they ever thought possible. We aim to create learners who succeed regardless of their socio-economic background. We believe that all students who enter our school should be able to access quality learning which enables them to succeed and be prepared for the next step of their education and life.

Relationships - where excellent relationships for learning form the basis for all types of achievement. Relationships at The Telford Priory School are founded upon a mutual trust and respect between all members of our community where high standards and expectations of oneself and each other are the norm. We expect all members of our school community to be courteous, polite and treat others as they expect to be treated.

Letting your light shine - where all the young people in our care can achieve something they can and should be proud of every day, in addition to their academic achievement. We believe that all students need to find their passion and be supported to excel in these areas. All students and staff should be able to grow within our school and become the absolute best that they can be.





Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and can be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.

JOB DESCRIPTION

Alternative Provision & Intervention Centre Manager

Salary: Leadership Spine 2 - 6 (£40,360—£44,544)

Effective Date: September 2018

Closing date: Monday 29th January 2018 at 1pm

Purpose:

- To provide a suitable provision for those students with identified additional needs
- To ensure students achieve academically and that they are able to reintegrate back into mainstream lessons and re-engage with education
- To ensure a positive ethos in the APIC
- To ensure that there is a positive relationships with parents of students attending the APIC
- To ensure there is improved learning and development for all students
- To ensure efficient and effective use is made of staff, accommodation and resources to provide good value for money
- To ensure effective links with The Telford Langley and Park Schools and other providers within Telford & Wrekin to develop programmes to meet the needs of all learners
- To work closely with the leadership team at The Telford Priory School to ensure an appropriate and effective curriculum pathway for all learners

Reporting to:

Deputy Head - Relationships

Liaising with:

SLT, The Telford Hub, LA & multi-agencies

Principal (Core) Responsibilities

- To inspire students and staff to realise their potential at the APIC
- To develop, in consultation with students, staff, parents and the Telford Hub strategic plans for the APIC
- To co-ordinate with SEND and multiagency teams to identify underlying SEND and behavioural needs
- To review, as appropriate, policies, procedures and processes, including health and safety and to maintain a staff and student learning culture
- To ensure high standards of teaching and learning within a stimulating and well-structured environment
- To monitor, evaluate and review the quality of teaching and learning
- To develop, implement and review an effective and innovative curriculum that will meet the needs of students for this stage and their next stage of learning
- To promote and support the professional development of all staff
- To develop and maintain an ethos in which all staff feel valued
- To ensure effective performance management for all staff who work in the APIC
- To continue personal and professional development
- To write, implement, develop and review appropriate policies for the APIC
- To support the recruitment of staff of the highest quality and deploy and develop staff effectively
- To set, manage and monitor budgets to ensure effective and efficient use of resources
- To maintain a high standard of student behaviour through strong discipline, effective teaching, appropriate student guidance and effective communication with, and involvement of, parents and carers
- To maintain an approachable and visible presence in the APIC
- To provide accurate and comprehensive information and advice to SLT and the Telford Hub on the progress of the APIC
- To ensure parents, carers and students are regularly provided with good quality information and advice on curriculum, attainment and progress
- To listen, question and respond to what is being communicated by children, young people and those caring for them
- To engage with parents and students to ensure appropriate programmes are in place to give every student at the APIC an offer of 25 hours provision

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage.

This person-specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for all employees and volunteers. We are a no smoking site.

Relationships

- Promote an excellent climate for learning
- To ensure positive relationships for learning
- To work with other leaders and teachers, to ensure a smooth transition back into mainstream classes
- Model an emotionally intelligent approach to ensuring excellence in behaviour for learning

Staff

- Set expectations for staff and students, in the context of school policies, and help them to achieve those standards in relation to:
 - Working practices and relationships with students, including the management of behaviour for learning
 - Working practices and relationships with staff, including team working and mutual support
 - The delivery of Ensuring Excellence and in particular our values
- Help to identify and respond to the professional learning needs of staff
- Develop effective working relationships with SLT, the Telford Hub, other leaders and staff in the school
- Contribute to an effective support for staff in student disciplinary matters that is in line with whole school disciplinary procedures
- Undertake performance management review(s), acting as a reviewer for staff in the subject area
- Participate in recruitment and selection
- Act as a positive role model for staff on a day-to-day basis
- Communication with multi-agencies

School Self Evaluation

- Support SLT in monitoring and updating the school Self Evaluation Form
- Support SLT in meeting the expectations described in school wide policies, including reporting procedures and deadlines
- Support SLT with whole school development plans, writing, monitoring and updating a strategic plan for the development of the Alternative Provision Centre

Communication

- To ensure effective collaboration with staff, parents and students
- To liaise and work with partner schools and other relevant external agencies
- Excite and engage visitors at Open Evenings, and other events
- Liaise with partner primary schools to ensure continuity of learning and progression from KS2 to KS3, using innovative transition activities

Resources

- Set priorities for expenditure with SLT and manage budgets in line with improvement plans
- Ensure the effective management of accommodation and learning resources including ICT
- Help deploy staff

Other Specific Responsibilities

- Comply with any reasonable request from the Head Teacher to undertake work of a similar level that is not specified in this job description
- This job description may be changed by the Head Teacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title

PERSON SPECIFICATION

1. Professional Qualifications and CPD

- Good honours graduate
- Qualified teacher status or relevant experience
- Competence in the effective use of ICT on a day to day basis
- Evidence of relevant professional development relating to school L & M management and current educational developments
- Interest in/already registered for professional leadership development qualification
- Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people

2. Experience

- Proven high standards of classroom practice or equivalent
- Teaching or equivalent experience across the full ability and age range in a variety of school contexts
- Successful leadership experience in a secondary school or equivalent
- Proven record of raising standards of achievement and sustaining improvement through self evaluation and strategic planning
- Experience of building and maintaining effective relationships with parents, carers, partners and the community
- Experience of working with SLT and other stakeholders

3. Personal Qualities

- Excellent attendance and punctuality record
- High level of commitment to inclusive education and Equal Opportunities
- Committed to raising standards for all students in pursuit of excellence
- High level of integrity, honesty and fairness
- High professional standards
- Demonstrate high levels of energy and ability to work under pressure
- Have leadership skills which recognise and respond to difficulties as well as celebrate the achievements of the school
- Ability to lead, inspire, motivate and manage people
- Committed to effective working relationships, giving and receiving support from others
- Lead by example and model excellent practice
- Ability to communicate as an active listener, orally

and in writing

- Good reasoning powers and the ability to make considered decisions in a variety of situations
- Readiness to reflect on practice
- Self motivated and able to work with initiative
- Demonstrate effective time management skills
- Strong commitment to the school ethos
- Committed to developing the global dimension of the school
- Has a real presence and personal impact within school

4. Leadership and Management

Ability to:

- Consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people in a safe, secure and healthy school environment
- Monitor and evaluate own and others work, acknowledging excellence and challenging poor performance
- Assess impact of work on outcomes for students and stakeholders
- Share and develop commitment to the school ethos and vision. Inspiring, challenging and empowering others to carry the vision forward
- Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility
- Implement and manage change to effect improvement
- Challenge, influence and motivate others to set appropriate and challenging targets.
- Promote the development of staff and to build capacity
- Commit to developing and managing high performing teams
- Work with other agencies for the well being of all students and their families
- Use comparative data for benchmarking and target setting purposes and develop relevant strategies for performance improvement

The Telford Priory School

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We welcome visits to the school. If you would like any further information or to arrange a visit please contact us or email TPS.HR@taw.org.uk