

MORPETH SCHOOL



IER Administrator Application Pack

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Dear Colleague,

Thank you for your enquiry about the vacancy for the post of **IER Administrator** at Morpeth School. We are pleased that you are interested in finding out more about working here.

We hope that our school website www.morpethschool.org.uk will give you a strong sense of the school. You will find the Job Description / Selection Criteria in this pack and an Application Form with any other details on the website. In your application, we are particularly interested in knowing how you think your skills and experience will match Morpeth.

If you have any issues with accessing the recruitment documentation, please do not hesitate to contact our HR Officer, Pedro Cedeno (recruitment@morpeth.towerhamlets.sch.uk).

Completed applications should be returned to this address by 12:00 (noon), Friday 23rd August. Successful candidates will be contacted by telephone and invited for interview on Thursday 29th August.

Unfortunately, we are not able to contact unsuccessful applicants individually. If you have not heard from the School after 10 working days past the deadline, please assume you have not been shortlisted for interview.

Please note that as this post involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions and bind-overs (including those regarded as 'spent' for other purposes) must be declared if you are invited to interview. Please see the application form for further details.

Yours sincerely,



Jemima Reilly
Headteacher

Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels.

We are a community:

- committed to learning and achievement
- based on friendship and respect
- where everyone is valued.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration. We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and non-teaching – work together regularly throughout the year to develop our relational practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 150 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

What makes us different?

Our KS4 curriculum structure

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects (approximately 80%) with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



Our inclusive approach

We support students by:

- focussing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- being trauma-informed – understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 12 pupils from Years 7 – 11.

We have 100 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

What do we offer?

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments with a focus on developing subject pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.



“A supportive community for students and staff”

“A school with a human face, diversity is appreciated”

“High professional trust and autonomy”

“I feel respected and appreciated”

“Supportive colleagues and an opportunity to grow”

“Excellent facilities and amazing SEN provision”

“Relational practice”

“Sense of community felt within the school”

“We teach each other something every day”

“A school that thinks about all communities and promotes equality and inclusivity”

“There is always a smile waiting for you”





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| Position: | IER Administrator |
| Salary: | NJC Scale 4 points 7 – 10 Actual Salary: £14,521 – £15,192 (20 hours pw) |
| Contract Type / Working Arrangement: | Term Time Only, 1 Year in First Instance, Full-Time |
| Required for: | September 2024 |
| Closing date for all applications: | 12:00 (noon), Friday 23 rd August 2024 |
| Interview date: | Thursday 29 th August 2024 |

An appointment as IER Administrator is an opportunity to join a highly successful team: talented, committed staff, enthusiastic, friendly pupils and a community of supportive families and external partners within and beyond Tower Hamlets.

We believe that our success derives from our inclusive, pupil-centred focus; our commitment to the continuous review of curriculum and pedagogy; our focus on professional development; and a strong belief in the need to work within a set of values which underpins all that we do.

How to apply:

Completed applications should be returned to recruitment@morpeth.towerhamlets.sch.uk

For full details and application pack see the school website www.morpethschool.org.uk or our job page on TES: <https://www.tes.com/jobs/employer/-1042684>

We are committed to safeguarding our students. Successful candidates will be required to abide by the school's Safeguarding Children policy and undergo an enhanced DBS check. The School may conduct an online search as part of due diligence checks in the recruitment process.

IER Administrator – Job Description

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| Contract Type | Term Time / 39 Weeks |
| Duration | 1 Year in the first instance |
| Working Hours | 20 hours pw (12.00 – 16.00 Monday - Friday) |
| Working Pattern | IER Administrator (Afternoons) |
| Salary | Scale 4 points 7 – 10 £29,412 – 30,771 Actual Salary: £12,706 - £13,293 |
| Responsible to | Assistant Headteacher leading on Inclusion |

Purpose of post:

IER Administrator: To supervise pupils in our Internal Exclusion Room, ensuring systems are followed, work provided and records updated as appropriate. To further support our Main Office with administrative tasks.

Main Duties and Responsibilities

IER Administrator:

- To supervise pupils who have been internally excluded and directed to the IER, including:
 - The supervision of pre-prepared work that has been set by staff
 - The management of pupil behaviour on entering and leaving the IER and during the sessions, establishing a purposeful working environment.
 - Dealing with, and reporting, any immediate issues or emergencies.
- To maintain records regarding all school exclusions, collating and providing data for whole school use.
- To report back to relevant staff, as appropriate, on the behaviour of pupils directed to the IER and any issues arising, following IER procedures and systems.
- To carry out any other duties in accordance with the grade of the job as and when required.

All members of the administrative support staff and IER are expected to undertake first aid training.

IER Administrator – Selection Criteria

Please address these criteria in your application form and interview

- High level literacy and numeracy skills
- High level interpersonal skills with a positive attitude to working with, and managing, young people in an inclusive school environment.
- Very good ICT skills, including word-processing, spreadsheet and database experience
- A responsible attitude to work, including the ability to organise workload in order to prioritise, meet deadlines and work unsupervised, often under pressure.
- A proactive approach to work to work autonomously, setting up systems and regularly reviewing efficiency.
- Proven administrative skills in order to set up and maintain effective and accurate records/systems.
- Excellent and accurate IT skills; word-processing, spreadsheets, mail merge and database entry.
- An understanding of and a commitment to the aims and ethos of the school.
- Commitment to the protection and safeguarding of children and young people.

IER at Morpeth School

Internal Exclusion Room:

Our Internal Exclusion Room (IER) is a small provision that children are referred to when they have been involved in incidents relating to challenging behaviour. It is a place for children to have some time away from their peers to reflect and think about their behaviour. All pupils are expected to complete their lessons on line as teachers provide work for them depending on the lessons they have on the day they are booked in. The timings of the school day are slightly different for children placed in the IER, their day starts at 9am and ends at 4pm. Children are often taken back to staff or are part of meetings with peers during their IER day in order to support them in restoring relationships.