

# Ramsey Grammar School

*Excellence for all*



## Lead Outreach Teacher Candidate Booklet



Ramsey Grammar School

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# Message from the Headteacher



We are seeking a passionate, dynamic and forward-thinking Lead Outreach Teacher to join our support staff here at Ramsey Grammar School.

Ramsey Grammar is a great school with a proud history dating back to 1865, and is hailed as being the first comprehensive school in the British Isles. There is a strong sense of community in the school and in the town of Ramsey, which is reflected in the values and positive ethos shared by the school's students, staff and parents. Our staff members are extremely hard working and are committed to providing educational opportunities that help all students to excel. Ramsey Grammar School is a special place to work and we are dedicated to making a difference with all of our young people every day.

At Ramsey Grammar School we are committed to providing the very best education for our young people. We are looking, therefore, to recruit a Lead Outreach Teacher who will be adept at maintaining accurate and timely records, develops a good rapport with students and families, and who helps drive the school forward by building and nurturing strong relationships with students, staff and the community.

Should you decide to apply, your letter of application should be no longer than two sides of A4 and should address the following areas:

- How your experience has prepared you for this post
- What you feel you can bring to the role

You will also be required to complete the Isle of Man Department of Education, Sport and Culture online application.

We look forwards to receiving your application!

**Mrs S Findlater**  
Headteacher





# Our School

Our school is a secondary comprehensive, with a Sixth Form attached, and is located in the heart of the sunny seaside town of Ramsey, serving the north of the Isle of Man. We are a large, diverse school with over 930 students on roll. Ramsey Grammar is a thriving and happy learning community where expectations and standards are exceptionally high. We are driven by our core values of respect, responsibility, fairness, community, kindness and trustworthiness. We have a deep-rooted commitment to enabling all of our students to achieve excellence regardless of starting point or ability.

We are dedicated to enabling the success of every student in the school and, for us, this means a high-quality learning experience in every classroom. We pride ourselves in being lifelong learners at Ramsey Grammar school, staff and students alike. Our school is a place where young people's talents and abilities are nurtured and where they can develop their passions and ambitions.

Our aim is to have all of our students leave the school as highly qualified, articulate, proud and confident young adults. We want them to leave with amazing memories, solid foundations and with aspirational goals for their future. We are committed to ensuring our students leave us with the skills, knowledge and understanding to be future-ready and have a positive impact on the world.

We are a proud school and know the importance of our work.

Our dedicated staff work tirelessly to support student success, excellent outcomes and positive progress for all while also nurturing our students to become well-rounded and respectful global citizens.

# Our Location



We feel fortunate to be located in such a wonderful part of the world. The Isle of Man is blessed with an extensive coastline, stunning natural landscapes, and the cleanest beaches in Europe. With its dramatic scenery and picturesque coastlines, the island is beautiful year-round. The island is host to multiple National Heritage sites and is a world-renowned UNESCO Biosphere. You can explore the Island in original train carriages and tram cars from the 1870s, on the electric mountain railway and vintage steam trains. The Isle of Man is an island steeped in rich history, has the oldest continuous parliament in the world, and is proud to have been the first country in the world to allow women to vote in a national election.

Of course, motorsport enthusiasts are very well catered for by the TT and Manx Grand Prix but also by short circuit racing, rallying and stock cars, for example. We are also lucky to enjoy locally sourced and produced fine foods ranging from our delicious Manx queenies to the famous Manx kippers! The island offers the potential for an amazing lifestyle for adults and children alike. Here you will discover beautiful rolling hills, rugged coastlines, fabulous beaches, plantations, and an array of woodland walks to explore. Outdoor adventures abound including walking, cycling, fishing, golf, kayak and paddle boarding, coastering and also competitive field sports. The Isle of Man truly offers the chance to find a perfect work-life balance and, although relaxed by nature, you will find that the Isle of Man can also get the pulse racing!



# Our Facilities



The two main parts of the school, East, built-in 1931, and West, built-in 1940, are some 200 metres apart with an adjoining pathway. The buildings have been well maintained and a programme of upgrading classrooms and corridors has produced a high-quality learning environment. We have a purpose-built student support unit as well as an on-site Design & Technology, Gymnasium, a vast open-plan Art studio and darkroom, Drama studios, purpose-built Agricultural Science classrooms, and a state-of-the-art teaching piggery, the Hector Duff Sixth Form Centre including 122 seat tiered Lecture Theatre, textiles suite, music practise rooms, modern Sports Hall, PE classrooms, Aerobic Suite, magnificent Science Block, two canteens and dining halls, running track, Weights room, an all-weather floodlit 'Astroturf' pitch, as well as several multi-purpose pitches for sports and athletics that wrap around the school grounds with views of the surrounding hills of Barrule, Claghbane and Glen Auldyn.

## School Farm

We are immensely proud of the RGS School Farm that we have on-site. There are two dedicated Agricultural Science labs, a sheep shed with our school flock, a purpose-built piggery, a polytunnel, a greenhouse with hydroponics and vegetable plots, and a poultry pen. In 2011 RGS was awarded Farm Assured Status and meat from our farm is sold to the public solely by a local butcher and is also offered to students in the canteen. We are proud to have received nominations for multiple awards as well as winning many awards from the School Farms Network Education Alliance over the years, which have included – 2017 Best School Farm – Secondary School (Winner), 2017 Best School Farm Leadership (Finalist), and 2018 Best Use of School Farm in the Curriculum (Finalist), and 2021 Farm Leader (Winner). Staff and students are encouraged to visit the Farm to see the animals year-round, but especially during the arrival of piglets, chicks, and the lambing season.



## Creative Arts Areas

We have two black box theatres in our Drama Department kitted with high tech lighting and sound that is currently being further modernised with community funding that has been awarded to the school by the Coop Community Fund. These spaces allow us to really immerse the students in the world of theatre and performance when they are in their drama lessons. We have an impressive triple art studio space in the school with an adjoining darkroom. The space is really quite a special place in the school and truly encourages creativity and artistic freedom. This is seen in the spectacular artwork produced by our young people. The Music Department provides several opportunities for performance including two Carol Services, concerts and productions throughout the school year. RGS ensembles have taken part in the Manx Music Festival. The Creative Arts Department also puts on regular productions, which allow students to participate in a number of ways. Instrumental instruction in strings, brass, woodwind, percussion, both electronic and acoustic guitars and voice is available from the Department of Education Sport and Culture's team of visiting (peripatetic) teachers.

## Design and Technology Space

We have two well-equipped Product Design rooms, two Food Technology kitchens and a large Textiles studio in our Design Technology area. Students enjoy a range of exciting practical activities at Key Stage 3 in these areas and are able to take them up at Key Stage 4 and Key Stage 5 if they wish also.

## Sporting Facilities

The school grounds are extensive and house a full side running track, two tennis courts, two rugby pitches, a dance studio and three football pitches: grass, indoor and Astroturf. We have two exercise gym suites on site that are used both for lessons as well as extracurricular clubs. Our indoor multi-purpose gym is large and well equipped, and we also have a small indoor traditional multi-purpose gym that is well-maintained. Both staff and students alike enjoy getting involved with sports at Ramsey Grammar School and our teams have had and continue to have many successes in the island-wide competitions.

## Lecture Theatre

We have a beautiful university-style tiered lecture theatre in our Sixth Form area. This is used for large class teaching, events and celebrations alike.



# Job Description



**Post Title:** Lead Outreach Teacher

**Responsible to:** SENDCO

**Grade:** Teachers Pay Scale - TLR 2a

**Salary:** £36,557 - £46,716 + TLR 2a (£3,137) per annum

## Employment Duties

Employment Duties: This job is to be performed in accordance with the provisions of the Isle of Man Department of Education, Sport & Culture's "Terms and Conditions of Service for Teachers" within the range of duties set out in that document.

## Main Purpose of Job

This is a development opportunity for an experienced teacher to provide provision, guidance, assessment and training for secondary schools to support with pupils not currently accessing mainstream provision due to behaviour.

This is an exciting and unique opportunity to join the SEND team at Ramsey Grammar School to teach and support students with complex behaviour. The successful candidate will be responsible for the teaching and learning of a cohort of students with complex behaviour. This new role which will extend our current Special Educational Needs Departments.

## Main Responsibilities:

**The Lead Outreach Teacher will act as the lead outreach professional to develop, co-ordinate and deliver a curriculum to meet the needs of young people with significant barriers to learning, with the specific aim of increasing engagement with their education plan. The successful candidate will also be the outreach Lead for those students who are currently not attending school for various reasons.**


## Equal Opportunities

Ramsey Grammar School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.


## Other Post Duties and Responsibilities:

*Under the direction of the SENDCO, the Lead Outreach Teacher will:*


### Support for the Pupils

- 
- Take responsibility for monitoring and supporting students' learning through individual action planning including SEN action plans.
  - Lessons should be appropriately prepared with respect to the age and ability range of student being taught.
  - Participate in the pastoral aspect of the school.
  - Act as a bridge between home and school, which may involve home visits.
  - Attend parents' evenings and ensure that parents are informed about their child's progress and future targets as required by the school.
  - Manage teaching areas and equipment, to create a positive learning environment that makes effective use of available resources.
  - Act as the school link to the UCM Bespoke Pathway.
  - Identify and facilitate opportunities for young people with significant barriers to their learning to participate in wider school life, including trips, clubs, and other enrichment activities.
  - Be a key worker for a range of students and be responsible for communicating with a range of professionals.
  - Establish, maintain, and develop positive relationships with young people with significant barriers to their learning, and their families, to help promote engagement with their curriculum offer.
  - Implement behaviour management plans to support students.
  - Carry out assessments with individual students or groups as directed by the school.
  - Ensure that student work is marked and returned within a reasonable timescale.
  - Contribute to student reports in line with school policy.
  - Maintain accurate records of attendance, behaviour and initiatives using the SIMS system.
  - Monitor the social and emotional development of key students and liaise with pastoral staff.
  - Act as a role model promoting excellent standards of behaviour and attendance.
  - Be proficient in the use of technology to remove barriers to learning and to actively seek out new developments in this area and share good practice.


### Support with SEND

- 
- Hold and lead SEND complex needs reviews.
  - Work with the School's SENDCO and relevant professionals to identify and assess any Special Educational Needs young people with significant barriers to learning may have, supporting the developing and delivery of any specialist SEN provision as appropriate.
  - Create detailed provision maps for young people with significant barriers to learning evidencing the delivery of any SEN provision developed with top-up funding.
  - Work with the school and any other relevant professionals to contribute to the development and delivery of any multi-agency plans as appropriate, for young people with significant barriers to learning.


### **Support for the Curriculum**

- 
- Demonstrate and achieve high standards of teaching of a range of subjects, sustaining and raising standards of student achievement, behaviour, and motivation.
  - Contribute to school quality assurance activity, and associated school improvement planning, with regards to developing suitable education for young people with significant barriers to learning
  - Develop specialist teaching skills and knowledge regarding trauma informed practice, social pedagogy, nurture principles, etc., to inform professional practice
  - Demonstrate and achieve high standards of teaching of a range of subjects, sustaining and raising standards of student achievement, behaviour, and motivation.
  - Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
  - Make strong links to curriculum leaders across school, to effectively teach a range of curriculum areas.
  - Work with subject and pastoral leads to review and enhance an inclusive mainstream curriculum offer for young people with significant barriers to learning, with pupil voice and strengths and interests in mind.
  - Directly delivering aspects of the curriculum as appropriate, which will include online learning, one to one sessions or small groups, to engage young people with significant barriers to learning
  - Work across the school and with UCM, third sector, employers, and other professionals as appropriate, to increase pupil engagement in their education plans. In the meantime, work with relevant school staff to ensure DESC modified time-table policy and guidance is followed, especially with regards to securing ongoing parental consent and governing body approval.
  - Contribute to any pupil progress and attainment reporting for young people with significant barriers to learning
  - Use formative assessment to ensure classes taught make maximum progress.

### **Support for Staff**

- 
- Line manage the Outreach SESO and facilitate their professional development using a coaching model.
  - Act as a coach/mentor to others and hold regular coaching conversations with staff as part of the Professional Development Framework.

### **Support for the School**

- 
- Attend and contribute to any relevant professional development network activity arranged by schools or EAS.
  - 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.
  - Contribute to the gathering of evidence to support the school's quality assurance processes
  - Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
  - Contribute to the overall ethos/work/aims of the school.
  - Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils.
  - Attend and participate in regular meetings.
  - Participate in training and other learning activities as required.
  - Recognise own strengths and areas of expertise and use these to advise and support others.

- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Lead Outreach Teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.

# Personal Specification

## Lead Outreach Teacher



<b>Training</b>	<b>Essential / Desirable</b>	<b>Means of Assessment:</b> <i>Application / CV / Interview / Assessment / Pre-employment checks</i>
Qualified Teacher status	E	CV / Pre
Further relevant qualification	D	CV
Experience of working in partnership within and beyond school settings to improve outcomes for students	E	CV / Int
Experience of promoting effective learning for all pupils, especially those in challenging circumstances	E	CV / Int
<b>Experience</b>		
Knowledge and understanding of a range of inclusive strategies across secondary settings	E	CV / Int
Ability to build positive relationships and communicate effectively with a wide range of professionals	E	CV / Int
Ability to assess and identify training needs and plan, prepare and deliver high quality training	E	CV / Int
Able to advise and support practitioners to effectively develop their provision and practice	E	CV / Int
Thorough knowledge of initiatives and recent developments associated with inclusive practice	E	CV / Int
Have a good level of awareness of the requirement for qualifications at various levels, such as AQA unit awards, ASDAN, Duke of Edinburgh's Award	D	CV / Int
<b>Knowledge and Skills</b>		
Well-developed inter-personal skills and the ability to form positive relationships	E	CV / Int
Ability to communicate effectively with a range of audiences	E	CV / Int
Ability to prioritise and manage time effectively	E	CV / Int
Professionalism and credibility	E	CV / Int
Able to encourage innovation and support change	E	CV / Int
Ability to reflect critically on own practice and commitment to improve	E	CV / Int
Aim to be a motivating force at all times, managing emotions to avoid causing negativity or stress in the team	E	CV / Int
Can use ICT effectively to support learning	E	CV / Int
<b>Other</b>		
Commitment to equal opportunities and inclusion	E	CV / Int

Positive approach to challenges and change	E	CV / Int
Able to use own initiative	E	CV / Int
Support the school's positive ethos	E	CV / Int
Flexibility and adaptability, including willingness to support at School events (given notice)	E	CV / Int
Satisfactory Police Check	E	Pre

### **Communication**

The post holder is expected to communicate effectively and professionally with students, teachers all other school staff members, parents and carers.

### **Working with colleagues and other relevant professionals**

The post holder is expected to collaborate effectively and professionally with colleagues and other relevant professionals within and beyond the school.

## **SAFEGUARDING**

The Department of Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**All staff** are required to undertake training with regard to the safeguarding and welfare of children and young people and the Department commits to providing this training e.g. via induction, online, briefings at staff meetings inset days etc., as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Safeguarding Children Board Child Protection procedures and the school/service's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children School/Service, they must report any concerns to the designated Safeguarding lead in their area or to the department's Child Protection and Safeguarding Officer.

The contents of this job description may be reviewed and updated as necessary to ensure that it remains accurate and complete. All changes will be made in discussion and with the agreement of the Head of Service or designated Officer.

### **Notes:**

This job description may be amended at any time in consultation with the postholder.

**Last review date:** November 2022

**Next review date:** November 2024

**Line manager's signature:**

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**Date:**

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**Postholder's signature:**

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**Date:**

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