



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

Hub Manager

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,218
Number of teaching staff	76.6(FTE)
Date school established	1976
Budget	£8.2m
Pupil Premium	24%
% of students with SEN in the school	16%
% of students on free school meals	22%

ACADEMIC ACHIEVEMENTS

GCSE Results 2023	<p>Attainment 8—Whole School 46.78</p> <p>Basics Standard (English and Maths 9-4) - Whole School 71%</p> <p>Basics Good (English and Maths 9-5) - Whole School 46%</p> <p>E Bacc (4+) - Whole School 45%</p> <p>E Bacc (5+) - Whole School 30%</p> <p>Data used from SISRA Analytics Collaboration Data 2023</p>
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Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional time for family events and appointments.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

About our School

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Safeguarding

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

To view Redhill School's Child Protection Policy please follow this link:

<https://www.redhill.dudley.sch.uk/policies>

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently nine member schools, four primary, one junior and four secondary, with an infant school due to join before the end of 2023.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will ***create the difference together.***

Pastoral at Redhill School

The Hub Manager position is an exciting and really important post within our Pastoral Team Structure. You will be working with a vibrant team of school leaders, teachers and support staff, to ensure that the outcomes for the students are successful. The job is both challenging and rewarding,.

We currently have 5 teaching Heads of Year, who play a huge role in supporting all the children in their year group. The Heads of Year are supported by an experienced team of pastoral support staff. We are very proud of the knowledge and care that this team has.

This post has arisen due to an expansion within the pastoral team of the school.

The structure for Inclusion at Redhill is outlined below:

Headteacher Mr James Clayton				
Deputy Headteacher Mrs Carrie Mather (Behaviour Culture and Ethos)				
Assistant Headteacher Miss Amy Lesniewski (Inclusion and SENCO)			Assistant Headteacher Mr Josh Bacciochi (Safeguarding, Careers and DSL)	
Head of Year 7 Mr Andrew Bishop	Head of Year 8 Miss Hannah Corcoran	Head of Year 9 Mr Joe Vaughan	Head of Year 10 Miss Esther Allen	Head of Year 11 Miss Lyndsey Glover
Pastoral Support officer (non-teaching)	Pastoral Support officer (non-teaching)	Pastoral Support officer (non-teaching)	Pastoral Support officer (non-teaching)	Pastoral Support officer (non-teaching)

In addition to this we have:

- Attendance Officer
- Behaviour Mentor
- Safeguarding Officer
- 3 x school counsellors (part time)
- Alternative Curriculum and Personalised Learning Centre Manager
- High level administrative support

The school takes in 245 students in each year group, these are then split into 8 form groups of mixed ability. Form period is for 30 minutes each day and takes place between 13.10 pm and 14.10 pm depending upon the year group. Each year group has one assembly each week. PSHE is taught as a separate subject area across the school.

The successful candidate will maintain standards across the year groups whilst supporting the children to develop both socially and academically. Working alongside all staff in school and external agencies, you will play a major role in the school's journey for excellence across all aspects of school life.

JOB DESCRIPTION

Job Title: Hub Manager

**Contract: Permanent Term Time only
(39 weeks, 37 hours per week)**

Salary scale: Grade 8 SCP 24-27

£29020.80 to £31411.96 (- 5 years service)

£29553.44 to £31988.45 (+ 5 years service)

Responsible to: Deputy Headteacher

Duties to include:

- Working with the DHT and wider inclusion team on referrals into the Hub either for SEMH/co-regulation work, phased returns from or to Alternative Provision.
- To take a lead role in coordinating interventions with internal and liaising with external agencies. Monitors the impact of these and the entrance and exit points communicating with teachers and parents when these are.
- Provide support and leadership for the Hub delivery team and link with individual teachers/wider inclusion team to make sure provision meets the needs of the individual students and their program of support is fully communicated to all stakeholders.
- Makes the safeguarding checks on all external support providers (e.g. Phase Trust, Pet Therapy, EP, Forest School, FSW, Krunch team, Elements). Ensures the single central record for these staff is accurate and up to date.
- Works closely with SLT to develop links with new providers.
- Runs restorative programmes for students in personalised learning (reset day), coordinates work, communicates with parents, monitors attendance.
- Monitors call out data and responds to students who have repeat call outs in a day in order to remove them from lessons and support them in getting back into the classroom in a regulated manner.
- Leads and coordinates the work of the academic and behaviour mentor in school reporting back to the Deputy Headteacher.
- Responsible for the pastoral care of students within the Hub.
- Develop and/or organise and deliver quality training for the team.
- Take a lead role in co-ordinating reviews of pupils progress including liaising with other agencies as appropriate.
- To attend school/departmental/wider inclusion meetings to contribute to discussions about individual pupil's progress.
- Mental Health First Aid Lead?
- To take part in training offered by the school.
- To abide by and work towards all the policies within the school e.g behaviour management, Health and Safety, Equalities Policy.

Continued....

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

PERSON SPECIFICATION

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> GCSE grade C or above, or equivalent, in Maths and English Working knowledge of policies and procedures relating to safeguarding and child protection. 	<ul style="list-style-type: none"> Relevant Safeguarding Training Level 2 or equivalent Education, Social Work qualification A degree or equivalent Team Teach trained. First Aid trained. 	Certificates
Knowledge	<ul style="list-style-type: none"> Knowledge of the most common barriers to education that young people face. Knowledge of effective strategies for supporting young people so that they can access the curriculum. Experience of managing a caseload and maintaining accurate records. Understanding and awareness about ACES, attachment, de-escalation strategies and how to apply these to support students. Experience of running a team and monitoring the impact of interventions. 	<ul style="list-style-type: none"> Experience of working in a school environment. Experience of dealing with safeguarding cases. Experience of contributing to or delivering training. Ability to contribute to policy development. Knowledge and experience of working with a wide range of support agencies and services. Knowledge of progress and attainment measures in a primary and secondary school setting Deputy Designated Safeguarding Training Mental Health Champion Trauma informed approach—emotion -attachment aware training and emotion coaching De-escalation trained 	Application and Interview
Skills	<ul style="list-style-type: none"> Ability to evaluate the risk of abuse and assess the need for intervention. Ability to facilitate children and young people's learning and development through mentoring, promoting and maximising educational achievement. Good listening skills and the ability to communicate effectively both orally and in writing, especially with children. Excellent organisation and time management skills. Calm, presence, and the ability to deescalate heightened emotions Excellent interpersonal skills. Positive communication ICT literacy An ability to work constructively as part of a team. Ability to adapt. Resilient to challenge. Solution led approach. 	<ul style="list-style-type: none"> Written communication skills including report writing and presentations. Highly functional IT skills including the use of Microsoft Excel 	

Criteria	Essential	Desirable	Method of Assessment
Experience	<ul style="list-style-type: none"> • Experience of working with young people in an educational setting 	<ul style="list-style-type: none"> • Experience of working with young people in primary and secondary educational setting and/or working within SEND provision • Experience of working with a career development officer/lead • Successful, impactful experience within a similar role • Experience of working with parents and other stakeholders to support young people 	Interview and letter
Personal attributes	<ul style="list-style-type: none"> • Presence • Enthusiasm and commitment to working with children and their families. • Team player • Confident disposition and will be able to build good working relationships with students and parents. • Commitment to professional learning • Calm under pressure. • Commitment to building positive relationships. • Proactive and resilient • Reliable, punctual and highly organised • Patient and calm approach • Helpful and professional manner • Conscientious • Ability to act as a role model. • An open, honest and transparent approach • Be a strong, reliable dependable person, consistent in approach but maintaining a professional approach at all times • Creative and able to take the initiative • A good leader who can take the team with you. 		Interview and letter



REDHILL SCHOOL
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www.redhill.dudley.sch.uk

www.svat.org.uk

**For an informal discussion please contact:
Mrs C Mather, Deputy Headteacher—Pastoral
(cmather@redhill.dudley.sch.uk)**

**Please send completed Application Forms to:
Mrs S Williams, Redhill School, Junction Road, Stourbridge, DY8 1JX
or jobs@redhill.dudley.sch.uk or apply via TES**

**CLOSING DATE: Wednesday 13 December 2023 (9am)
INTERVIEWS: To be advised**

Only successful candidates will be contacted.

Please contact the Headteacher's PA, Mrs Joanne Endicott, to arrange a visit to the school.

**Either call 01384 816355 or email info@redhill.dudley.sch.uk
(please include a contact number).**

NB. We reserve the right to close vacancies prior to the advertised closing date should a large number of applications be received.