



Moseley School
and Sixth Form

SEND Intervention Coach



Information Pack

Inspiring excellence in character and scholarship



Moseley School and Sixth Form

Moseley School and Sixth Form
Wake Green Road
Moseley
B13 9UU

T: 0121 566 6444
E: enquiry@moseley.bham.sch.uk

Headteacher: Mr A Bate BSc NPQH

Dear Colleague,

I am delighted you are considering joining Moseley School and Sixth Form. This is an exciting opportunity to make a significant difference to the life chances of our students. You will have an important role in building on the good standards already achieved at Moseley School and Sixth Form. We are very proud of the achievements our students make academically and in many other spheres. We aspire to provide the very best educational opportunities and outcomes for all our students. Ofsted recognised that we continue to be a good school when they inspected in September 2021.

Please explore our website and read through the additional materials included in this pack to find out more about Team Moseley. The job description and person specification give you an indication of the scale and ambition we have for this post. If you have the passion, commitment and resilience to make a significant difference in this role I would be delighted to receive your application.

Your application must be received by **8.00am on Monday 17th April 2023**. Please write a letter to accompany your application form that outlines your experience and achievements that equip you for this role and how you will make an impact in our school. Your letter must be no longer than two sides of A4 with a minimum font size of 11. Interviews will take place on **Tuesday 25th April 2023**.

Yours faithfully,

Andrew Bate
Headteacher



Post Title: SEND Intervention Coach

Salary/Grade: Grade 3 point 9 – 22 £23,194 - £29,439 FTE

Actual salary: Grade 3 point 9 – 22 £20,279 - £25,739 pro rata

Contract Type: Term-time only

Contract Term: Permanent

Contract Start Date: As soon as available

We are seeking to expand our highly successful Intervention team. We work throughout the school to develop and support effective practice for students with SEND. We consistently secure rapid progress from a range of SEND students, by building strong relationships and understanding their own personal development and learning styles. This is supported by SEND Intervention Coaches through a combination of in-class support, small group and 1-1 interventions, mentoring and maintaining strong parental partnerships. Our team have a range of experience; from people new to the role to people with experience in adult, secondary and primary education. Whatever their experience they have high ambitions for the progress and participation in school life for all students with SEND.

We would be happy to discuss this as a part time role within the school also. Please ensure that you mark clearly on your application form whether you would be interested in the full time post or part time post.

If this is you come and join 'Team Moseley'. The staff at Moseley School and Sixth Form are a passionate team of professionals. Our purpose is to inspire excellence in character and scholarship. The students and their families have bought into this vision. Together we form a friendly and dedicated community.

We take staff wellbeing seriously and can offer you many staff benefits including a Friday staff Breakfast (and onsite gym to help work them off!), a positive work atmosphere and a supportive environment to develop. We also pride ourselves on being a team, all staff are involved with supporting our students whilst onsite and we encourage all staff to enjoy the many activities and clubs we have on offer for both staff (Badminton, football and Dungeons & Dragons amongst others) and students (DofE, Moseley Plus, Police Cadets amongst others). We have new smart screen boards in every classroom, an extensive whole school CPD program to ensure you can develop in your career and teach your best lessons.

Moseley School and Sixth Form is a large comprehensive secondary school with a thriving sixth form. Moseley School first opened its doors in 1923. We value our long history whilst being excited about our future. There are 1550 students, 175 teaching and support staff, excellent facilities housed in a grade two listed building, a modern building which opened in 2013 and sports complex and extensive grounds. Staff enjoy subsidised access to our on-site gym.

Download an application pack from our website www.moseley.bham.sch.uk/staff-recruitment or contact Human Resources on 0121 566 6468 or recruitment@moseley.bham.sch.uk.

Completed applications should be returned via email to recruitment@moseley.bham.sch.uk with an accompanying letter explaining how you meet the requirements of the role.

Please note we do not accept CVs.

Closing date: 8.00am on Monday 17th April 2023

Interview date: Tuesday 25th April 2023

At Moseley School and Sixth Form, we are committed to safeguarding and to promoting the welfare of our students.



Job Description

Post Title SEND Intervention Coach

Core Purpose To raise the achievement and progress academically and socially for students with SEND

Responsibilities for all staff:

- Promote the values and aims of the school
- Follow all relevant school policies
- To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- Create and maintain effective partnerships with parents and carers
- Treat students, parents and colleagues fairly, equitably and with dignity and respect.
- To comply with the school's Health & Safety policy and statutory requirements

Specific responsibilities of this role:

- Supporting identified SEND students to ensure the provision of additional teaching and learning to progress their achievement and prepare them for adulthood.
- Providing support, mentoring and advice to SEND students in line with promoting their social care and personal development with respect to learning, preparing for adulthood and health and safety.
- Adapting schemes of work and programmes of study to ensure appropriate access to the curriculum.
- Providing in-class support to identified SEND students to allow them to access the mainstream curriculum.
- Delivering effective programmes of support, following the comprehensive assessment, for those SEND students who need extra help to overcome barriers to learning inside and outside school.
- Developing and delivering an action plan for each child who needs particular support.
- Liaising with parents, external agencies and colleagues to support identified students.
- Supporting an identified group of SEND students/student groups (caseload) to ensure the provision of additional learning to progress their achievement. Regularly reporting the outcome of monitoring and agreeing further intervention required.
- Using assessment information to identify areas of need and develop and implement effective programmes of support to address these needs.
- Regularly review own practice, set personal targets and take responsibilities for own personal development.
- To undertake appropriate professional development including adhering to the principle of performance management.
- Provide the Head Teacher and Governing Body with any information and support to enable it to meet its responsibilities.
- Create and maintain an effective partnership with parents and carers to support and improve young people's achievement and personal development.

Other Responsibilities

- Assist with duties as appropriate
- Responsible for student behaviour and welfare in public places during break, lunch, change of lesson, beginning and end of school day as directed
- Attend meetings as required
- Participate in professional development opportunities, willingness to develop additional skills and expertise
- Keep up-to-date with current educational developments and legislation affecting your area of responsibility
- Contribute to school development through identified communication and consultation channels
- Treat students, parents and colleagues fairly, equitably and with dignity and respect
- To respect the confidential nature of information relating to the school, students and customers
- Be aware of and support difference and ensure equal opportunities for all

At Moseley School and Sixth Form, we are committed to safeguarding and to promoting the welfare of our students



Moseley School and Sixth Form

- Contribute to the overall ethos/work/aims of the School
- Develop constructive relationships and communicate with other agencies/professionals
- Be aware of safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policy
- To comply with the school's Health and Safety policy and statutory requirements
- To undertake any other duties not detailed above commensurate with the level of the post.

Moseley School and Sixth Form is an equal opportunity employer and is committed to the safeguarding and to promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

An online search will be carried out as part of due diligence on all short-listed candidates.

References will be used to support the selection panel's assessment. Any relevant issues arising from references will be raised during the interview process.



Person Specification

Post Title: SEND Intervention Coach

Qualifications & Experience	Essential E/ Desirable D
<ul style="list-style-type: none">• Educated to degree level.• Must be numerate and literate (minimum GCSE Maths & English Grades A*-C)• Experience of working in a school environment• Experience of working with external organisations/other schools to ensure appropriate support provided• Experience of coaching and ensuring success for young people with SEND with a variety of needs• Evidence of further professional development• Experience of working with students with ASD and/or SLCN	D E D D E D D
Skills and Abilities	
<ul style="list-style-type: none">• Thorough understanding of child development and learning processes• Good written and oral communication skills• Ability to work effectively with, relate to and command the confidence of, a wide range of young people with different ethnic and social backgrounds and their parents/carers• Ability to work independently and as part of an effective team• Ability to manage student behaviour constructively and effectively• Ability to implement assessment for learning, under the guidance of teaching staff• Ability to communicate with and motivate young people• Ability to plan and review strategies used to support the progress of students.• Ability to build relationships through effective communication with parents/carers• Ability to use IT (e.g. Excel to monitor student progress etc.)	E E E E E E E E E
Other Attributes	
<ul style="list-style-type: none">• Ability to interact effectively with students• Evidence of successful team working• Commitment to comprehensive education• Commitment to equal opportunities• Suitability to work with children• Appropriate attitude to authority• Emotional resilience• Commitment to the school ethos and aims• Deep understanding and commitment to the safeguarding of children• Flexible approach to working hours• Fluent in other languages used in the school community• Accurate and fluent spoken English	E E E E E E E E E E D E



Moseley School and Sixth Form's purpose is to inspire excellence in character and scholarship.

Our vision for Moseley School and Sixth Form

Moseley School and Sixth Form aims to be an inspirational place to learn, where passionate teachers nurture the curiosity, creativity and imagination of students. Everything we do is inspired by our aim to support the progress of all students. We recognise the potential in everyone and we support and challenge each individual to achieve their best. All the resources of the School are used to enable each student to receive support and achieve ambitious goals. The School is a place in which staff can develop as leading professionals and make valuable contributions to the educational community in Birmingham and beyond. Staff and students receive support and guidance to prepare them for the next step in their careers.

We are a welcoming and compassionate school that enables students to thrive. We endeavour to be an emotionally intelligent school where we acknowledge the fallibility of human beings and recognise the impact our actions and words have on others. Our pastoral system ensures that each student is cared for and their needs are met through effective relationships with all our partners, especially parents and carers. Students welcome opportunities to broaden their social and cultural horizons. The School provides a clear moral framework based on shared values. Students are able to reflect on their own beliefs, appreciate different views and develop understanding of their own identity and their own self-worth. The School values its long history whilst being dynamic and forward-looking; a place where staff and students enjoy memorable experiences.

The staff and students aim to be aware of the effect of our decisions and actions on communities and on our environment. A global perspective that celebrates diversity and respect for individual rights is central to the School and nurtures responsible citizens and independent thinkers. We are a compassionate community where positive relationships are cultivated. We provide opportunities for everyone to develop leadership, organisation, resilience, initiative and communication skills. All of the School's diverse communities share our vision and purpose and, through developing character and scholarship, achieve excellence.

Our Vision

Inspiring Excellence in Character and Scholarship

- To prepare the 'whole child' to be ready for life
- To achieve academic excellence for all
- To work together as a strong community

In our pursuit of **excellence** we expect all student to meet our **expectations** and demonstrate our **values**:

Our Expectations

Ready, Respectful and Responsible:

Our Values

We believe every child has the potential to achieve greatness and exceed their wildest dreams through our **RAISE** values:

- Resilience
- Ambition
- Independence
- Supportiveness
- Effective communicators





2022 Results

Key Stage 4

74% of students achieved a Pass (Grade 4) or above in English

65% of students achieved a Pass (Grade 4) or above in Mathematics

60% of students achieved a Pass (Grade 4) or above in English & Mathematics

54% of students achieved two Passes (Grade 4) or above in Science


On average all students achieve a grade 5 pass

Key Stage 5


50% of all A-level grades achieved were a grade A*- B

46% of all Vocational grades achieved were a grade Dist*- Dist




Riyad
B,A,A,B
Physics
University of
Birmingham




Namira
A,C,B
Law
City of London




Hammad
B,A,C
Medicine
University of
Birmingham




Sabha
B,Dist, Merit
Social Work
Wolverhampton



What we can offer you

We have a very positive ethos and excellent staff/student relationships; we value our staff both as individuals and as professionals and are committed to their personal and professional development. We pride ourselves on being friendly and welcoming to everyone who visits and works with us.

Staff wellbeing is at the centre of our practice, we are fully inclusive and provide a wide range of programmes to enhance the employee experience and engagement, this includes:

- Employee voice, through surveys and feedback sessions
- A 24-7 confidential employee assistance helpline
- An extensive CPD program to enable staff to achieve their career goals
- Whole school termly celebrations
- Regular wellbeing resources and information, supporting National Awareness Campaigns
- Free flu vaccinations
- Free access to the Schools Health and Fitness Centre
- A designated car park space for each staff member
- Pension Scheme
- Appraisal, leading to potential pay progression
- Staff clubs such as badminton, football, golf, and dungeons & dragons
- Cycle to Work Scheme



We are committed to providing a supportive and developmental culture for all staff, through an extensive CPD programme, and identifying training to meet the individual needs of all staff and their varying roles and responsibilities. The school strives to deliver personalised pathways and opportunities in order to enhance the growth and development of all staff members. We have deliberately shifted to a school-based model, increasing collaboration and the opportunity for reflection.

In order to create and sustain this culture the school has implemented and delivered a range of strategies: lesson collaboration, joint-practice development, Lesson Study, Moseley Teaching Programme, and other initiatives focusing on teaching and learning.



Curriculum

The curriculum seeks to maximise the achievement of all our students. It aims to provide a broad and balanced education, which meets the requirements of the National Curriculum, and is also tailored to the specific needs, interests and aspirations of our students.

The curriculum contributes to the good spiritual, social, moral and cultural development of students. This is achieved through the taught curriculum and through the programme of enrichment activities which help to deliver key aspects of personal, social and health education, as well as citizenship. The curriculum provision is also supported by a strong commitment to impartial careers information, advice and guidance.

Key Stage 3

At Key Stage 3 all students will study the following subjects

English	Religious Education
Maths	Design Technology
Science	Art
PE	Computing
Modern Foreign Language	Drama
History	Music
Geography	Personal Development

Key Stage 4

At Key Stage 4 all students follow a core curriculum of English, Maths, Science, Religious Education, History or Geography, Personal Development and PE. They also have the opportunity to study four more subjects to GCSE level. There is a wide range of subjects to choose from which we will discuss with you and your child during our pathways events. Currently 25 subjects are on offer for your child to discover their passions.

Sixth Form

The Sixth Form at Moseley School offers a wide range of academic A level subjects as well as vocational subjects at both Level 2 and Level 3, all providing opportunities for progression on to higher education or apprenticeship programmes. **Over 92% of our students achieved places at their first choice university between 2019 and 2022.**



Pastoral Care

Student Welfare

Student welfare is a core part of Moseley School and Sixth Form. Our students are supported by a year team of Assistant Headteacher Head of Year, a non-teaching Pastoral Manager and an Assistant Head of Year who move through the school with the students from year 8 to year 11. Both year 7 and Sixth Form have a specialist year team focusing on them. This enables our teams to know and support our students. We also have 6 houses which students (and staff) use to compete in during the school year in different activities and competitions.

A wider team of pastoral staff are on hand to provide more personalised support for students who are struggling with their studies or who are facing challenges outside of school. It is our intention to provide early help and support to our students and their families to ensure that all barriers to learning are removed, enabling our students to achieve their very best.

Celebrating Success

Students' Excellence, Character and Scholarship is celebrated as we believe it is important to ensure an ethos of success. We celebrate all successes through our Masette rewards system. Students have the opportunity to earn recognition through demonstrating the school values in their lessons.

Our rewards are broken up into short, medium and long term celebrations. Every week students are acknowledged and praised during house assemblies and awarded Masettes and postcards home. For consistent excellence over each half term we promote students through our success posters around our school site and via termly awards assemblies along with Bronze, silver and Gold Honours badges for Excellence, Character & Scholarship. As long term rewards each term, students aspire to earn places on our Gold, Silver and Bronze rewards trip/experience where they will gain new cultural experiences. We also have two awards evenings during the year for KS3 and KS5 awards where students can become a part of the school's history and celebrate their success with their families.

The six houses of Moseley School and Sixth Form also compete for our four house cups for Attendance, Punctuality, Attitude to learning and Inter-house competitions. These are presented to the houses each half term in a celebration assembly and cups are displayed in our main hall.

Student Conduct and Attitudes to Learning

Students are aware of the clear expectations regarding their conduct in and outside of school and we have an established system of rewards and sanctions to support behaviour. With support from parents and carers, we work in partnership to instil the positive values of respect, endeavour and compassion into our students so that they conduct themselves as excellent ambassadors for the school and the community. Within school we promote the 3Rs as a foundation to excellent conduct. Students show they are ready, they show respect and they show they are responsible. Appropriate guidance and support is available for students who require additional help to maintain a high standard of conduct.



Support for Learning

We believe that every member of Team Moseley has a key role to play in creating an inclusive learning community and promoting pride in scholarship. All students can become successful, independent learners able to integrate effectively into society as responsible citizens, confident throughout their lives in their ability to learn. At Moseley School and Sixth Form student safety and well-being are paramount. We are committed to ensuring that no student is left behind or feels that they are at a disadvantage to their peers and we are able to create individual support plans to meet the needs of every student. All children are treated equally with respect and expectations are high to enable all to achieve or exceed their potential.

SEND

All teachers are responsible for ensuring that all students, in all their classes, including those with SEND or gaps in their learning are accessing the curriculum and making measurable progress. Our SEND (Special Educational Needs or Disability), Literacy and EAL (English as an Additional Language) teams sit at the heart of our school improvement plan and provide excellent support to students, families and carers to remove barriers to learning. Through close relationships with the pastoral and curriculum teams, we are able to make provision for a wide range of needs including complex needs. Students are identified for targeted interventions, including, literacy, speech and language, communication and interaction and numeracy 'catch up' sessions. These are delivered by our team of specialist graduate coaches and external agencies during the school day and after school in enrichment clubs.

EAL

For students arriving with English as an Additional Language, a comprehensive programme of support is available to meet the individual needs of students. This ranges from an intensive English induction course, to short term language lessons all of which are designed to allow students full access to the curriculum as quickly as possible.

The EAL team lead, manage and work collaboratively with mainstream teachers and graduate progress coaches to plan and deliver effective English Language support to students with EAL, including those who are International Newly Arrived. Their expertise enables students to accelerate their acquisition of English facilitating their access to a broad and balanced curriculum. Occasionally these students have SEND needs too and we work collaboratively across teams to secure the most appropriate provision.

Assessment and Specialist Provision

We recognise that all students may require support at some stage in their education whether it is social, emotional, behavioural or academic. The views, wishes and experiences of students, parents and staff are integral to the planning and review of the support we allocate to our students. For students with pre-identified SEND or literacy needs, we scrutinise all progress data following every assessment point. For students with high-focus SEND needs we also use a range of assessments, in addition to requesting additional expertise from external agencies. For students who require additional support to improve their literacy skills a team of graduate Literacy Coaches work with individuals and small groups. Focused interventions from the Literacy team enable students to make rapid progress and enjoy success in class and examinations.

Quality First Teaching and Learning

In addition to support from the SEND, Literacy and EAL teams, teachers at Moseley School and Sixth Form are fully committed to maximising inclusion by designing and using teaching methods and resources that provide challenge for all. The key characteristics of Quality First Teaching and Learning are: highly focused lesson design with sharp objectives and outcomes; high demands of student engagement with their learning; high levels of interaction for all students; appropriate use of teacher questioning, modelling and explaining; an emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups; regular use of praise to motivate and regular professional training opportunities for staff. Our superb, stimulating learning environments are accessible and fully resourced with state of the art ICT equipment.



Extra-curricular opportunities

At Moseley School and Sixth Form we believe in providing our students with opportunities to develop their character and understanding of the world through many extra-curricular activities.

Moseley School and Sixth Form is a Silver Unicef Rights Respecting School. We aim to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. Both staff and students will learn about their rights and put them into practice every day. By learning about their rights our students will understand the importance of respecting the rights of others. There are many opportunities for our Rights Respecting Student Leaders to shape the development of our school.

There are many ways for students to extend their learning as well as exploring other interests. Illustration Club, build a Robot Club, Science Club and Games Clubs are just a small sample of wider opportunities available.

We have many sports clubs for students to try out new sports, as well as opportunities to represent the school in competitive fixtures. Students also have the opportunity to watch live sports events. Some of these include visits to Edgbaston Cricket Ground to watch the England cricket team compete, the NIA to watch the National Basketball Finals, the British Gymnastics Championship, and Edgbaston Priory Tennis Club to watch the AEGON tennis classic, which is a Wimbledon warm-up event.

There is a fantastic passion for Drama and Music at Moseley School. Over the year's we have taken great pride in developing award winning school productions including The Wizard of Oz, Fantastic Mr Fox, Our Day Out and Little Shop of Horrors. We are currently working on a Roald Dahl Extravaganza in which a variety of classic tales will be blended together as a musical production, to celebrate the writer's work. We provide performance opportunities to all pupils at Moseley school with exciting extra-curricular options in both Music and Drama.

Our lower school years take part in Moseley PLUS with an aim to motivate students to experience what Moseley School has to offer outside of their timetabled lessons, It will also support the transition from primary to secondary school, develop confidence and help students to make new friends, with similar interests. The programme structure shares some similarities with that of the Duke of Edinburgh, with students developing new skills and exposing themselves to new experiences. There will be gold, silver and bronze awards on offer, based on their ability to complete activities.

The prestigious Duke of Edinburgh's Award is recognised by universities and employers for its emphasis on character building. Students from Year 9 onwards can start training and preparing for a bronze, silver and ultimately a gold award. Staff take groups of students away at points throughout the year, and it is a great way to get to know our students and staff.



We have recently introduced Police Cadets to the school which is proving to be an extremely popular club for our years 9 – 13. Whilst not only promoting a practical understanding of policing amongst our students, it encourages a spirit of good citizenship, participation within our communities and generosity of support.