



Job Application Pack

Targeted Support Lead

Permanent, Full Time (37 hours per week), Term Time Only + 2 Weeks

Salary: Grade 10 Points 28-32, £36,648- £40,220 (FTE)

Actual Salary: £33,420- £36,677 per annum

Welcome from the CEO



Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

S. Hampton

About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy. We recently welcomed three further secondary schools in Derby to the Trust and opened Bluecoat Trent Academy, a secondary Free School in Nottingham in September 2021.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, Bluecoat Bentinck Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Academy, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

Our Schools

Bluecoat Aspley Academy

Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust). The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds.



Bluecoat Aspley
believe in yourself, in others, in God

Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.



Bluecoat Wollaton
believe in yourself, in others, in God

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



**Bluecoat Beechdale
Academy**
Believe. Belong. Achieve

Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.



Bluecoat Primary
believe in yourself, in others, in God

The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.



Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.



Bluecoat SCITT Alliance
Nottingham

Bluecoat Trent Academy

The Bluecoat Trent Academy opened its doors in September 2021 with the founding cohort of Year 7 pupils. BTA is an 11-16, non-faith school. The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first two years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.



Bluecoat Bentinck Primary Academy

Bluecoat Bentinck Primary Academy officially joined of Archway Learning Trust in September 2023, becoming our second primary academy. The school has a proud and rich history of serving the children and community of Nottingham since 1880; we are delighted to be part of its next chapter! Bluecoat Bentinck is a popular, diverse and multi-cultural Academy in the heart of Nottingham City. The Academy's vision of 'Together We Make a Difference' underpins our commitment to work together to achieve our common purpose of transforming lives of the children we serve. Staff at Bentinck are committed to supporting and teaching the diverse cohort of learners, creating the conditions to enable all children to thrive in their education. Bentinck is a happy, calm and welcoming place to be where children are kind, respectful and are proud to represent Bluecoat Bentinck.



Bluecoat Bentinck Primary Academy

Lees Brook Academy

Lees Brook Academy based in Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' was chosen by its students and is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in particular the thriving Duke of Edinburgh scheme. Lees Brook is a school that cares for the people within it.



Lees Brook Academy

Alvaston Moor Academy

Our Academy vision is at the heart of everything we do, 'Ambition, Manners and Achievement'. We also recognise the importance of positive relationships, equality and respect. Situated in the heart of the City of Derby, it serves a diverse local community and serves families from many different backgrounds. The curriculum offered is broad and specifically designed to engage and challenge its students.



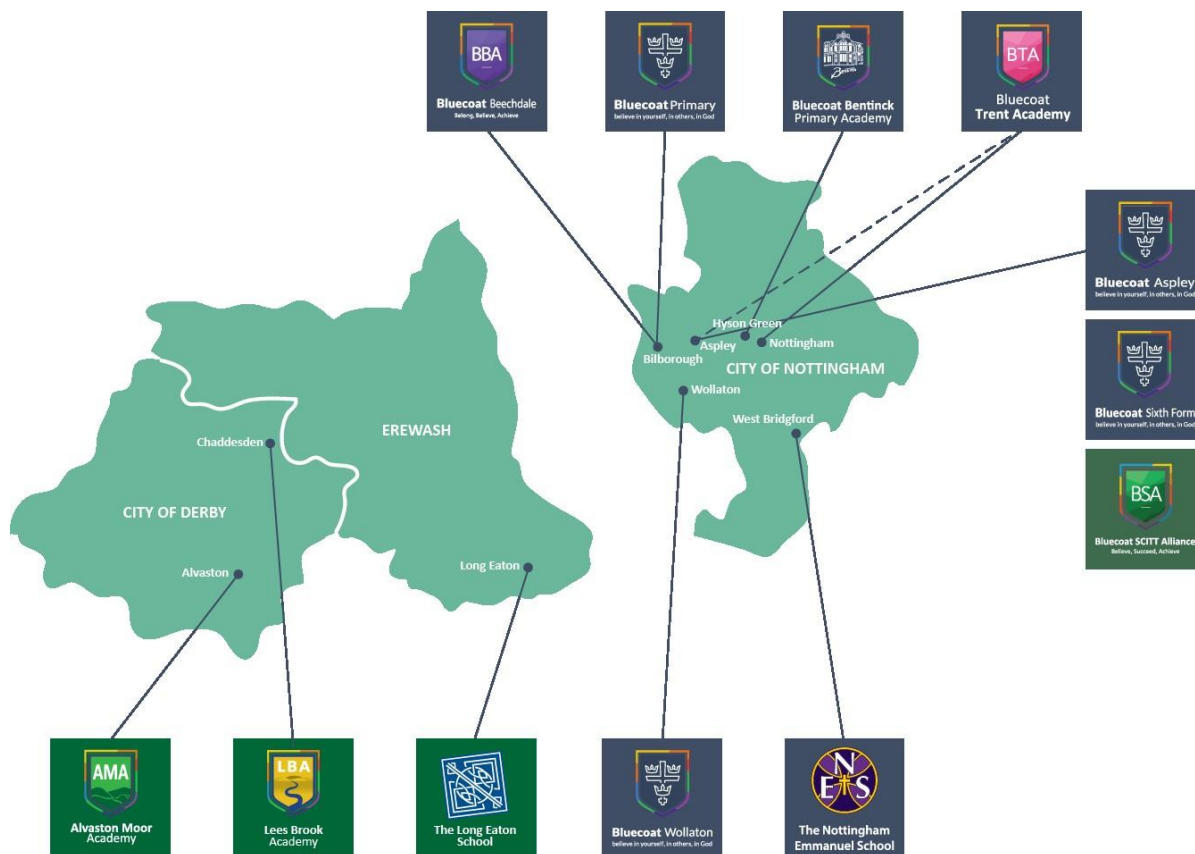
Alvaston Moor Academy

The Long Eaton School

The Long Eaton School with 1,078 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.



School Locations



Welcome from the Principal

Cath Rowell delivers Principal leadership to the Trust's successful and passionate Bluecoat Aspley Academy.

Offering a caring, nurturing and ambitious environment, Bluecoat Aspley Academy enables every member of staff to be the best they can be. We have high aspirations for ourselves, our students and the community we serve. Whilst we are extremely proud of our reputation for academic excellence, we place equal value on ensuring students grow and develop personally, socially and spiritually, leaving us thoroughly prepared to become well rounded and successful citizens in a modern society.



We make no apologies for the high standards that we have here at Bluecoat Aspley Academy. We expect our staff to role model excellent behaviour, attendance and attitudes to learning for our students. We are absolutely delighted that during our most recent Ofsted inspection our Personal Development and Welfare, as well as our Leadership and Management, were rated as 'Outstanding' with an overall judgement of 'Good'. All at Bluecoat Aspley Academy are very proud of our rich history, faith and belief as well as our truly inclusive nature. Our vision is to ensure that all students make progress, regardless of their background, ability or starting point and we celebrate the impact of our specialist SEN provision on site.

We also expect our staff to be excellent too, and this is why we put staff training at the centre of our professional development offer. This is because it is only by delivering inspirational teaching and first class support that ignites a love of learning and instils a belief in learners that anything is possible. Belief is central to all we do: we believe in ourselves, in others, in God and it is this belief that ensures Bluecoat Aspley Academy continues to offer the best educational experiences possible for our students, our staff and our community.

The Vacancy

The Trust is seeking to appoint an outstanding and experienced pastoral leader as part of a high-achieving, successful and forward-looking team of staff. The post holder will be responsible for ensuring communication with external agencies are of a high standard, professional and timely thus providing a high quality service for the most vulnerable cohort of young people across the school. The successful candidate will also be a key member of the safeguarding team, ensuring that communication with social care is consistent and thorough.



Whilst this post holder will be predominantly based at Bluecoat Aspley Academy, they may be deployed across any of the academies within the Trust in accordance with the needs of the Trust as we grow and develop.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.



Applications

For more information about Bluecoat Aspley Academy and the vacancy, please visit www.bluecoataspley.co.uk/vacancies. To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.

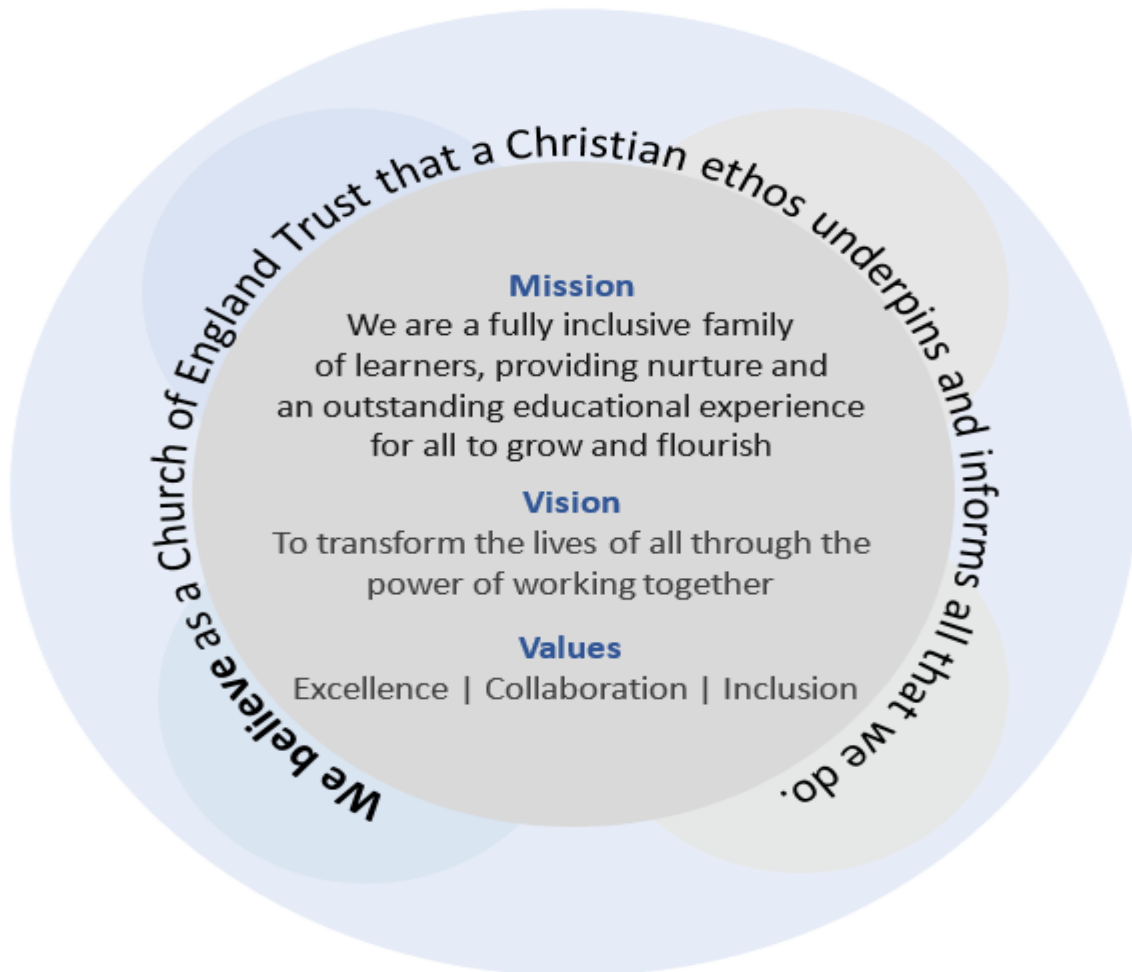
Closing Date: 9am, Friday 19th April 2024

Interview Date: WC, 22nd April 2024

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from us within two weeks of the closing date, please assume that on this occasion your application has unfortunately not been successful.

Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working Together, Transforming Lives

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online Searches

Job Description

POST TITLE: Targeted Support Lead

GRADE: Grade 10

RESPONSIBLE TO: DSL

JOB PURPOSE

The role of the Targeted Support Lead is integral to the effective functioning of the schools pastoral department. The key objective is to provide support to both staff and students allowing for pro-active guidance and intervention to ensure, through early intervention, that any barriers to a student's successes are removed. Working collaboratively with other departments and key professional's both internal and external is essential in order to provide the outstanding pastoral care that is expected.

Key Objectives:

- To ensure students are safe at all times;
- To ensure identified vulnerable students make good progress;
- To ensure robust strategies are in place to support raising standards for young people
- To support and embed the school culture that celebrates student safety and well being
- To act as Deputy Safeguarding Lead (DDSL) for the academy

In the absence of the DSL, or under the direction of the DSL, the DDSL is expected to:

Child protection files:

Where pupils join the academy at the start of an academic year or a mid-year admission, the DDSL, under the direction of the DSL, will oversee the procurement of safeguarding information for their previous educational setting (if they have one) and ensure that the summary chronology is distilled from the main file and uploaded onto the electronic safeguarding system within the first 2 weeks of the child joining the school.

Where children leave the academy the DDSL (working with the safeguarding team) will ensure their child protection file is transferred to the new school or college as soon as possible (within 5 working days).

This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file the DDSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Manage referrals:

- refer cases of suspected abuse to the local authority children's social care as required
- ensure that all records contain the relevant information, rationale and decisions or outcomes of the child in line with statutory record keeping requirements and learning from serious case reviews
- ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- support staff who make referrals to local authority children's social care

- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required

The DDSL (alongside the DSL) is expected to be aware of how children are identified as 'vulnerable' in the academy and support the monitoring, implementation and review of any interventions as required.

Children with a social worker:

- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- Ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Work with the Virtual Head in LAs where the virtual head has taken on additional responsibilities for children with a social worker.

Work with others:

- act as a point of contact with the three safeguarding partners
- liaise with the principal to inform them of issues (especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations)
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff

Training:

The DDSL should undergo training to provide them with the knowledge and skills required to carry out the role, including but not limited to DSL level safeguarding training, the role of the DSL, online safety, Prevent, FGM and multi-agency working. Training should be reviewed and kept in date in line with statutory requirements.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DDSL and DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to, and understands, the academy's safeguarding and child protection policy and procedures, especially new and part time staff

- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness:

- ensure the academy's safeguarding and child protection policies are known, understood and used appropriately
- ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Extremism & Radicalisation Policy
 - Health, Safety and Security Policy & Guidance
 - Keeping Children Safe in Education (Part 1) Guidance
 - Safeguarding Policy and Training Slides
 - Whistleblowing Policy
 - IT Pack including Acceptable Use Statement
 - Health, Wellbeing and Benefits Policy
 - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Complete duties for example break, lunch and after school to support the supervision of students during key unstructured times

10. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

SPECIFIC RESPONSIBILITIES

1. To work with and take guidance from the lead DSL to ensure compliance with statutory safeguarding duties and responsibilities.
2. Provide clear, knowledgeable and timely advice and support to the pastoral team and other professionals where required
3. Maintain up to date knowledge of child protection and safeguarding policies, including legislation.
4. Ensure accurate record keeping for personal student files, updating where necessary.
5. Triage telephone calls and take relevant details from individuals who make contact with the Safeguarding Team referring queries to the relevant individuals where necessary.
6. Ensure a joined up and holistic approach of working is created and maintained within the wider pastoral support network, often being the representative for the Nottingham Emmanuel Academy and pertinent data in relation to specific students
7. Support and advise pastoral and attendance team with meaningful data for specific cohorts of students that you oversee
8. To work alongside the Pastoral Team to ensure that high profile groups and individuals are identified for support early and the relevant support strategies are implemented and effectively reviewed for these students
9. Attend any relevant professional meetings to support children and families (RCPC, ICPC, LAC reviews, PEPs, Core groups etc)
10. Support with academy events as and when needed.

Support for the School:

- Communicate with parents of the student(s) through email, phone calls and parental meetings wherever required
- Communicate information with relevant staff, external agencies and authorities.
- Set a good example to the students through presentation and personal conduct

Manage their own performance and continuing professional development by:

- Taking responsibility for their own professional development, setting personal targets through the appraisal process.
- Understanding their professional responsibilities in relation to school policies and practices.
- Maintain a developing awareness and understanding of the specific needs of students with whom they work.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be directed by the head of provision to carry out any other duties that may be reasonably regarded as within the nature of the duties and responsibilities of the post.

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.

Personal Specification – Targeted Support Lead	ESSENTIAL	DESIRABLE
EDUCATION & TRAINING		
Further or Higher Education or equivalent experience	*	
Take responsibility for own professional development and be willing to partake in further in-service or external training and development.	*	
Willingness to share knowledge and best practice with colleagues		*
EXPERIENCE & KNOWLEDGE		
Previous experience of working with students with social, emotional and behavioural difficulties with the ability to engage those who are hard to reach.	*	
Previous experience of working within an educational setting.	*	
Experience of managing groups of students	*	
Successful experience of supporting students across the full 11-18 age and ability range.	*	
An understanding of current educational developments and a clear grasp of issues relating to education in general.	*	
An understanding of challenging pupil needs	*	
A working knowledge of school based data management systems		*
Ability to use IT systems and Microsoft Office packages	*	
PROFESSIONAL SKILL		
Ability to work flexibly in a team situation whilst being able to prioritise, show initiative, work independently and unsupervised	*	
Ability to solve unexpected problems but also identify when it is appropriate to seek assistance.	*	
Understanding and willingness to work within relevant Trust policies	*	
Ability to act as role model and set high expectations for behaviour, encouraging students to take responsibility for their behaviour and an ability to encourage students to interact and work co-operatively with others.	*	
Excellent organisational skills with a willingness to respond positively to changing circumstances and manage conflicting circumstances.	*	
Well-developed mentoring, coaching and communication skills		*
OTHER		
A willingness to contribute to the extra-curricular programme	*	
Suitability to work with children. Enhanced DBS check to be undertaken on appointment.	*	