



**HLTA Progress Mentor**  
**For Children in Care (CIC) or Previously in Care (PCIC)**  
**Maternity Cover to July 2025**

together resilient ambitious caring



## Welcome from the Headteacher

Dear Candidate

Thank you for responding to our advert for the position of HLTA Progress Mentor For Children in Care (CIC) or Previously in Care (PCIC) at Titus Salt School, I hope you find all the information you need in this booklet to support your application. I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued. After two years as Deputy Headteacher and due to the retirement of the previous incumbent I am incredibly proud to have been appointed to the role of Headteacher from September 2024.

I passionately believe that Education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious of HLTA Progress Mentor For Children in Care (CIC) or Previously in Care (PCIC) to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and Ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple  
Headteacher





### Overview



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to the school. In return we offer excellent

opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

### Senior Leadership Team (SLT)

Phil Temple	Headteacher	
Hannah McKenzie	Deputy Headteacher	Pastoral and Academic Progress
Richard Field	Assistant Headteacher	Quality of Education, Teaching & Learning
Simon Halliwell	Assistant Headteacher	Leadership & Management
Philippa Jervis	Assistant Headteacher	Inclusion
Max Robinson	Assistant Headteacher	Leadership & Management
Greg Trusselle	Assistant Headteacher	Behaviour & Attitudes
Alison Robinson	Assistant Headteacher	Quality of Education, Achievement

As a Senior Leadership Team, we have established a clear rationale for our work – to promote inclusion in a context of comprehensive school principles, where all have opportunities to achieve their best. Titus Salt is a school with tremendous potential.

### Senior Leaders

To support the focus on continued school improvement the Governing Body approved several Business Case proposals to increase capacity, plan for succession and meet the demands of the school's Recovery Plan. The roles and responsibilities include:

Amanda Dutton-Taylor	Senior Leader Leadership Development
Gemma Longbottom	Senior Leader SENDCo
Martyn Redhead	Senior Leader Director of Sixth Form
Mark Atkinson	Senior Leader Behaviour Operations





### Our ethos and values



Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

**together - resilient - ambitious - caring**

**“together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals.”**

We regard achievement and success as a broad scale, from participating in Sports Day and breaking school records to having 100% attendance, from achieving a personal best to being finalists in the Big Bang, from winning

the national First Story competition to attaining target grades and, on Examination Results Days, we are delighted to have so many happy pupils, proud parents, carers and members of staff celebrating the success of examination outcomes.

It is so rewarding to see and experience the sense of achievement in gaining results for having done the best you can.

Visitors to the School comment upon the friendly ethos and the level of good relationships between members of staff and pupils. Parents and carers are very supportive and respond to new initiatives with enthusiasm. We have a range of support systems in place for both pupils and members of staff: “staff work hard to ensure the best outcomes for young people. They help pupils to become resilient to the many challenges of life. They show pupils what it means to be ambitious for their futures and care for others in the school community” (Ofsted March 2022).

We are very proud of our staff and pupils, especially the progress we have made. The role we are offering is a demanding one, but you will be joining a team that supports one another and enjoys each other's company. The development of all our members of staff is a key priority for us and valuing each other and the contributions made are highly valued.





### Introduction to the School



Titus Salt School is a large, dynamic, mixed comprehensive situated at the foot of Shipley Glen, on the Baildon side of the River Aire. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19<sup>th</sup> century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.

Over the moor above the school is Baildon. Once a small village, it now has a thriving population of 15,920, largely commuting into the nearby cities of Bradford and Leeds. The local landscape is one of natural beauty with the Yorkshire Dales only a few miles away. The school's catchment area encompasses Baildon, Shipley, Saltaire, Wrose and surrounding areas with a population of around 47,000.

### Brief History of the School

Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College.

In September 2000, as part of the Bradford Schools' re-organisation, we changed from a 13 - 18 years upper school of 1,000 pupils into an 11 - 18 years secondary of 1,480 pupils serving the areas of Baildon, Saltaire and East Shipley. Within our mainstream setting we have a School-led Resourced Provision – Amelia Resourced Provision, of thirty places for pupils with moderate and multiple learning needs.

The main 'feeder' primary schools are Sandal, Hoyle Court, Baildon CE, Baildon Glen, Christchurch Academy, Saltaire Primary, Shipley CE, Low Ash, Wycliffe and High Craggs. The school has been over-subscribed for many years; the Governors agreed unanimously to increase the Pupil Admission Number to 250; each year there are Appeals for places and in September 2024 we have a Year 7 of 257 pupils.





### **An Inclusive Ethos**

Titus Salt School (TSS) is much larger than the average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and Difficulties. In addition, there are 75 pupils in mainstream school with an EHCP with the highest level of need being ASD – 31 pupils have an EHCP and ASD as their primary need, 53 pupils have an ASD diagnosis and no EHCP and a further 40 pupils are on the Autism Pathway. The school has a strong ethos of inclusion and champions the principles of comprehensive education. On average, 75% of our Sixth Form pupils apply to university with students studying a broad range of specialism from Veterinary Science at Liverpool University to Economics and Management at the University of Oxford. We also encourage students to apply for Apprenticeships as an alternative route after Sixth Form and recently we have had students gain apprenticeships with various companies including Rolls Royce and GCHQ.

The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures, at the November collection point, have been 0% prior to the impact of COVID-19 and for 2023 was 1.0% - the two pupils were non-PP. Success at Titus Salt School is for all children and young people to achieve.

### **Amelia Salt Centre**

Our Amelia Salt Centre houses our Special Educational Needs Centre, Caroline Salt Centre, Support for Children in Care (CIC) and our Resourced Provision (RP) for pupils with a range of learning difficulties; this was originally a fifteen-place provision but due to its success and the growing demand across the District for mainstream specialist places our RP has increased capacity to a thirty-place setting with demand for it to increase still further.

### **Mary Salt Centre**

The Mary Salt Centre was established in September 2023 as a Nurture provision for pupils in Years 7 and 8 with additional needs and emerging SEND. The focus is on supporting pupils to make an effective transition to the demands of learning in a mainstream secondary school setting. A significant part of the curriculum mirrors mainstream curriculum with elements that are bespoke. The aim is to meet learning need and accelerate this, so pupils on the Nurture programme have opportunities to develop and access mainstream as they progress through the school.

### **Helen Salt Centre**

The Helen Salt Centre is a provision established in September 2023 as part of a partnership programme with Bradford Local Authority aimed at pupils who present with Emotionally Based School Avoidance/Refusal (EBSA/R). The school has a strong partnership with Bradford's Medical Needs and Hospital Education Service (MNHES) which has a provision based in Shipley. The aim is to provide pastoral and academic support for children and young people who have anxiety and other mental health conditions. For many of these children and young people school is a trigger for anxiety, so our work is bespoke and incremental.





School Organisation



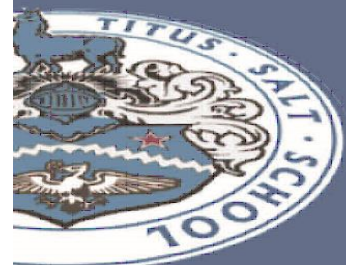
At present our structure provides 94 members of staff in support and 104 teaching staff including the Headteacher, one Deputy Headteacher and six Assistant Headteachers who constitute the Senior Leadership Team (SLT); in addition, we have 4 Senior Leaders. The school structure is based upon a Faculty system with Leaders setting the priorities and expectations. Currently there are ten faculties: English, Mathematics, Science, Modern Foreign Languages, DEFT (Design, Engineering, Food, Technology), PE and Outdoor Education, The Arts, Humanities, CBEM (Computing, Business, Economics, Media) and Social Sciences.

Linked into this structure is the pastoral system. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all and ensuring a curriculum fit for purpose.

School Operations and Administrative Support

This provision has been increased over the past five years and will continue as we respond to the needs of our children and young people. We already have in place:

Admin Operations Manager	Data Officer with Timetabling
Admin Assistant (6)	Exams Officer
Health Care and Pupil Welfare Leader	HR Operations Manager
Attendance Safeguarding Manager	HR & Careers Admin Assistant
Attendance Safeguarding Officer (2)	Cover Supervisor (3)
Business Operations Manager	IT Operations Manager
Computing and Media Faculty Technician	IT Operations Technician (2)
Display Technician	Lettings Supervisor
Finance Manager	PA to Headteacher/SLT and Governor Link
Procurement Officer	SEND Officer
Data Operations Manager	Science Technician (3)
Data Officer with Exams Support	Technology Technician (2)





### The School Today



In September 2008 we moved into our Building Schools for the Future (BSF) Pathfinder Building, with accommodation and resources befitting the 21<sup>st</sup> Century. Every faculty has its own suite of rooms, with break-out spaces, and interactive whiteboards and laptops available in every classroom. Sporting and Performing Arts facilities are extensive and are enhanced by a large, all-weather pitch with access and lighting for community use as well.

We have an enviable record of achievement and a reputation for the quality of education we offer; for the care we show for individuals and for our growing links with colleges and businesses. We are proud

of our academic record and our achievements across a wide range of sporting and extra-curricular activities. Our ethos is positive, friendly and courteous with a premium placed upon mutual respect between all members of staff and pupils. We expect high standards from our pupils in all aspects of school life - in academic work, in sport and recreation, in behaviour and uniform.

Our pupils and students have received commendations from Examination Boards at GCSE and A level; pupils have been placed amongst the first five in the country for a range of subject and the majority of our Sixth Form students go on to higher education.

Titus Salt School is an inclusive school and significant investment has been made to develop provisions and resources to target needs. This ensures learning needs are met and that we are ambitious for them and their future. Being inclusive brings challenges in comparison to national benchmarks. We firmly believe meeting individual needs is more important than constructing systems to chase headline figures.

### The Curriculum and Setting Arrangements

There are nine teaching groups in Years 7-11, which are set according to subject criteria. This setting is regularly reviewed and revised as necessary. Benchmarking is undertaken through KS2 projections. Transfer information is also used, as well as primary commentaries on ability and progress which have developed significantly with our emphasis on close liaison with all feeder schools.





### Key Stage 3

The Key Stage 3 curriculum is developing as a three-year focus on knowledge acquisition and skills development with Year 9 as a bridging year in preparation for being able to apply key skills and knowledge to learning at KS4. Schemes of Learning have been either adapted or re-written to focus on a model of "Competency" to ensure pupils are able and have the knowledge and understanding as well as skills to apply to different learning contexts. Through the work of Faculty Leaders there is a developing focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spirals curriculum.

All pupils' study:

Science, English, Mathematics, Numeracy (Year 7), History, Geography, French or German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development.

Our approach to changes at KS3 has been to build on the incremental changes already in place. The groups in KS3 mirror the personalised learning pathways at KS4. Many of our pupils arrive with low levels of literacy especially in reading and our Literacy Leader within the English Faculty is developing accelerated learning opportunities. In addition, many of our pupils struggle with the ability to understand and work with numbers which is why in September 2018 we introduced numeracy as an additional lesson for pupils in Year 7 within Maths.





### Key Stage 4

We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

Pupils are placed in to sets in core subjects as well as in some other subjects. The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to the more able. Pupils are encouraged to take at least one foreign language, but the opportunity exists to take three – French, Spanish and German.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, Food Technology, Design, French, Spanish and German. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we are introducing unitised certification and Entry Level Qualifications throughout the curriculum.



together resilient ambitious caring



STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.

### Sixth Form – Denys Salt Sixth Form Centre

The KS5 leadership team rigorously monitors the progress of each individual student and has established high expectations supported by mentor programmes and quick response systems to support underachievement. This is clearly understood by students, parents, carers and members of staff and has proven very effective. Examination performances this year have seen our grades at A\*– A above the national average at 27.88% and our A\*– B grades at over 50%. Progress outcomes for GCSE English and Maths retakes continue to show improvement; in Maths, students improve by over half a GCSE grade and in English the average improvement in attainment is over one third of a grade. The Leadership in Sixth Form has become more rigorous with a Director of Sixth Form and a Sixth Form Manager who closely monitor student progress and are responsible for partnership work with Faculty Leaders to deliver effective intervention to ensure students are on track to be the best they can be; they also have responsibility for student wellbeing and we are very proud of our pastoral support given to students.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Criminology, Product Design, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Performing Arts Dance, Health & Social Care, Performing Arts Music, Applied Science, IT and Sports Science.





### Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Since moving into our new school, we have had annual productions including Joseph and his amazing technicolour dream coat, Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals and Annie. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have recently completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing; our PE Faculty was revised in 2015 to include Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we became a DofE Direct Licensed Centre in 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.





# Information for candidates



together resilient ambitious caring



## Application Process

**Post:** HLTA Progress Mentor For Children in Care (CIC) or Previously in Care (PCIC)  
Maternity Cover to July 2025

**Scale:** Band 8 (SCP 17-22) 37 hours per week, term time only + 5 days

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

**Closing Date for applications: 9:00am on Thursday 19 September 2024**

Please return all applications to:

Jane Collett  
HR Manager  
[col@titussaltschool.co.uk](mailto:col@titussaltschool.co.uk)

**Selection Process: on Thursday 19 September 2024**

**Interviews will take place on Thursday 26 September 2024**

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

**We look forward to receiving your application**



together resilient ambitious caring



## Job Description

**Post:** HLTA Progress Mentor For Children in Care (CIC) or Previously in Care (PCIC)  
**Maternity Cover to July 2025**

**Scale:** Band 8 (SCP 17-22) 37 hours per week, term time only + 5 days

The following information is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description. It will be reviewed at least once a year as part of the school's Appraisal process, and it may be subject to modification at any time after consultation with the post holder. The post holder may be required to take on responsibilities throughout the school as required, at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors
- Officers should not refuse to undertake work, which is not specified in this job description, but they should record any additional duties they are required to perform, and these will be considered when the post is reviewed
- As an Equal Opportunities Employer, we require our employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services. The post holder is subject to all relevant statutory and institutional requirements and shall uphold the school's policy in respect of child protection and safeguarding matters
- The school is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed

### Prime Objectives of the Post

- To assist pupils, under the direction of the CiC Leader, Pastoral Leaders, and subject teachers in following educational programmes and activities
- To work as directed in meeting the educational needs of targeted groups of pupils to ensure they achieve the best possible examination outcomes as they make progress throughout their time at school
- To work with key groups of pupils and individuals to support them in overcoming barriers to learning
- To implement ways of working sensitively and effectively with identified individuals and groups of pupils who have challenging behaviours and who may be reluctant learners
- To implement agreed work programmes with individuals / groups, in or out of the classroom to support them in achieving the best possible outcomes as they progress through school. This could include those requiring detailed and specialist knowledge in particular areas and will involve the planning of lessons, management of data and preparation of resources.
- To keep appropriate records of pupils' performance and to carry out other duties as required by the Senior Leader Achievement and Pastoral Leaders.
- To encourage the pupils to develop life skills and enable them to develop independent learning skills.
- To respect the confidentiality of information relating to the school and its pupils.



together resilient ambitious caring



## Job Description

### Specific responsibilities

- To work as directed in meeting the educational and emotional needs of pupils who are CIC and PCIC
- To undertake agreed work/care/support programmes
- To enable access to learning for pupils. Work may be carried out in the classroom or outside the main teaching area
- To assist the CIC pupils, under the direction of the subject teacher CIC Leader and SENDCO in following educational programmes and activities
- To help provide differentiated resources to meet the needs of all pupils including those with complex learning difficulties
- To keep appropriate records of pupils' performance and to carry out other duties as required
- To encourage the pupils to develop life skills and enable them to develop independent learning skills
- To respect the confidentiality of information relating to the school and its pupils
- To accompany pupils during off-site activities
- To organise and facilitate sensory breaks
- To provide mentoring with a nurture focus
- To observe/ support pupils within the classroom
- To support any pupil if they are dysregulated

### Supervisory/Managerial Responsibilities

To take delegated responsibility for other members of the Achievement Support team.

### Supervision and Guidance

- To work under the guidance of teaching / senior staff and within an agreed system of supervision
- Ultimately responsible to the Headteacher but managed by the Senior Leader Achievement or person with delegated responsibility
- Working under the direction of Senior Leader Achievement or Pastoral Leaders on a day-to-day basis
- Use initiative in the pursuance of school policies, procedures, and programmes

### Range of Decision Making

To make decisions using initiative where appropriate within established working practices. The postholder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals and groups of pupils
- The correct use and care of materials by individual and small groups of pupils
- The safety, mobility (if required) and hygiene and wellbeing of the pupils

### Responsibility for Assets, Materials etc

- To maintain the confidential nature of information relating to the school, its pupils, parents, and carers
- To be responsible for the care of all equipment and materials within the classroom in conjunction with other members of staff
- The provision uses, and storage of equipment and materials prepared by the postholder and used by the pupils with whom the postholder is working
- A general responsibility for the care of all equipment and materials within the department in



together resilient ambitious caring



## Job Description

conjunction with other members of staff

### Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies

### Range of Duties

Support for Pupils

- Use specialist (curricular / learning) skills / training / experience to support pupils
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Assist with the development and implementation of personalised programmes of study
- Support pupils consistently whilst recognising and responding to their individual needs

Support for the Teacher

- Provide objective and accurate feedback and reports as required to Pastoral Leaders as required under the direction of the Senior Leader Achievement.
- Be responsible for keeping and updating records as agreed under the direction of the Senior Leader Achievement contributing to reviews of systems / records as requested
- Promote positive values, attitudes, and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents / carers as agreed with the Senior Leader Achievement and participate in feedback sessions / meetings with parents as directed
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Work with teachers in lesson planning, evaluating, and adjusting lessons / work plans as appropriate
- Undertake marking of pupils' work and accurately record achievement / progress, administer, and assess routine tests as appropriate

Support for the Curriculum

- Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Help pupils to access learning activities through specialist support
- Take on responsibility for the organisation of specific area(s) within the Amelia Salt Centre

Supporting the School

- Be aware of and comply with policies and procedures relating to child protection, health,



together resilient ambitious caring



## Job Description

- safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- 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 teachers, to support achievement and progress of pupils
- Attend and participate in regular team meetings
- Participate in training and other learning activities as required
- Supervise pupils on visits, trips and out of school activities as required
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of expertise and use these to advise and support others

### Appraisal and CPD

To support CPD monitoring of individuals/groups by:

- Participation in the school's Appraisal system (as appropriate)
- Specifying areas for development identified through the School Action Plan and regarding individual needs and aspirations
- Involvement in the Professional Development Review systems and processes
- Overseeing the effective induction and development of new staff
- Participating in staff development schemes as implemented by the school
- Exploring opportunities to extend own personal development

### Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English in School.



together resilient ambitious caring



## Personnel Specification

**Post:** HLTA Progress Mentor For Children in Care (CIC) or Previously in Care (PCIC)  
Maternity Cover to July 2025

**Scale:** Band 8 (SCP 17-22) 37 hours per week, term time only + 5 days

**Key:** A = assessed at application I = assessed at interview T = assessed through selection processes

Requirement	Attributes and how demonstrated	
<p><b>Developing Self and Working with Others - Qualifications and Training</b> To be collaborative in approach when working in a range of contexts and groups. The breadth of involvement includes our pupils, staff, governors, parents/carers and members of the community. Our aim is to build a professional learning environment that enables others to achieve. In addition there has to be a clear willingness to learn from others.</p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• GCSE or equivalent in English and Maths. (A)</li> <li>• Willingness to participate in development and training opportunities. (I)</li> <li>• Willingness to cascade training to colleagues within school policy and practice. (I)</li> <li>• Evidence of previous personal development. (A,I)</li> <li>• Good standard of ICT skills. (A,I)</li> </ul>	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Degree or Diploma in Librarianship accredited by CILIP (Chartered Institute of Library and Information Professionals). (A,I)</li> </ul>
<p><b>Shaping the Future - Experience</b> It is critical to have the skill and ability necessary to work with a range of teams when developing a shared, strategic vision and Faculty Development Plan which inspires and motivates pupils, staff and other members of the school community; leading to increased levels of attainment, achievement and progress.</p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Experience of working as part of a team. (A,T)</li> <li>• Experience of working on own initiative and contributing to systems and procedures in a developmental way. (A, I, T)</li> <li>• Experience of working within a busy environment dealing with a range of tasks simultaneously. (A,T)</li> <li>• Experience of working in a library environment. (A,I)</li> </ul>	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Experience of working closely with young people. (A,T)</li> <li>• Experience of working in a school Library (A,I)</li> </ul>
<p><b>Special Knowledge - Learning and Teaching</b> The Librarian should have high expectations and be able to influence and assist pupils, staff, and parents/carers to achieve their full potential.</p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Knowledge of school procedures, including IT systems. (A, I, T)</li> <li>• Knowledge of the demands of prioritising workload and ensuring the highest of standards are maintained at all times (A, I, T)</li> <li>• Good influencing skills to encourage pupils to interact with others and be socially responsible. (A,T)</li> <li>• Able to make reading recommendations to pupils through own enthusiasm for reading. (A,I)</li> </ul>	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Full working knowledge of relevant polices/codes of practice. (I,T)</li> </ul>



## Personnel Specification

Requirement	Attributes and how demonstrated	
<p><b>Practical and Intellectual Skills</b>            To make a significant contribution to the effective organisation of the Library area and to seek ways of improving functions. To fully support the Faculty Leader English to ensure that the people and resources within the team are organised and managed to provide an efficient, effective and safe working environment.</p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Able to use initiative within school policies and practices. (I,T)</li> <li>• Ability to work as part of a team and with minimal supervision. (A,T)</li> <li>• Excellent standard of written and spoken English. (A,T)</li> <li>• Good organisational ability with a systematic and methodical approach. (I,T)</li> <li>• Good numeracy skills. (A,I)</li> <li>• Calm and confident manner. (I,T)</li> <li>• Sense of humour. (I,T)</li> <li>• Respect for confidentiality. (I,T)</li> <li>• Flexible; approachable and sensitive in dealing with pupils and adults. (I,T)</li> </ul>	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Proactive nature with knowledge of when to consult line manager. (A,T)</li> </ul>



## Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

## Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

## Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment through a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

## Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

<b>Headteacher</b>	<b>Phil Temple</b>
<b>Address</b>	<b>Titus Salt School Higher Coach Road Baildon ShIPLEY BD17 5RH</b>
<b>Telephone</b>	<b>01274 258969</b>
<b>Website</b>	<b><a href="http://www.titussaltschool.co.uk">www.titussaltschool.co.uk</a></b>



together resilient ambitious caring