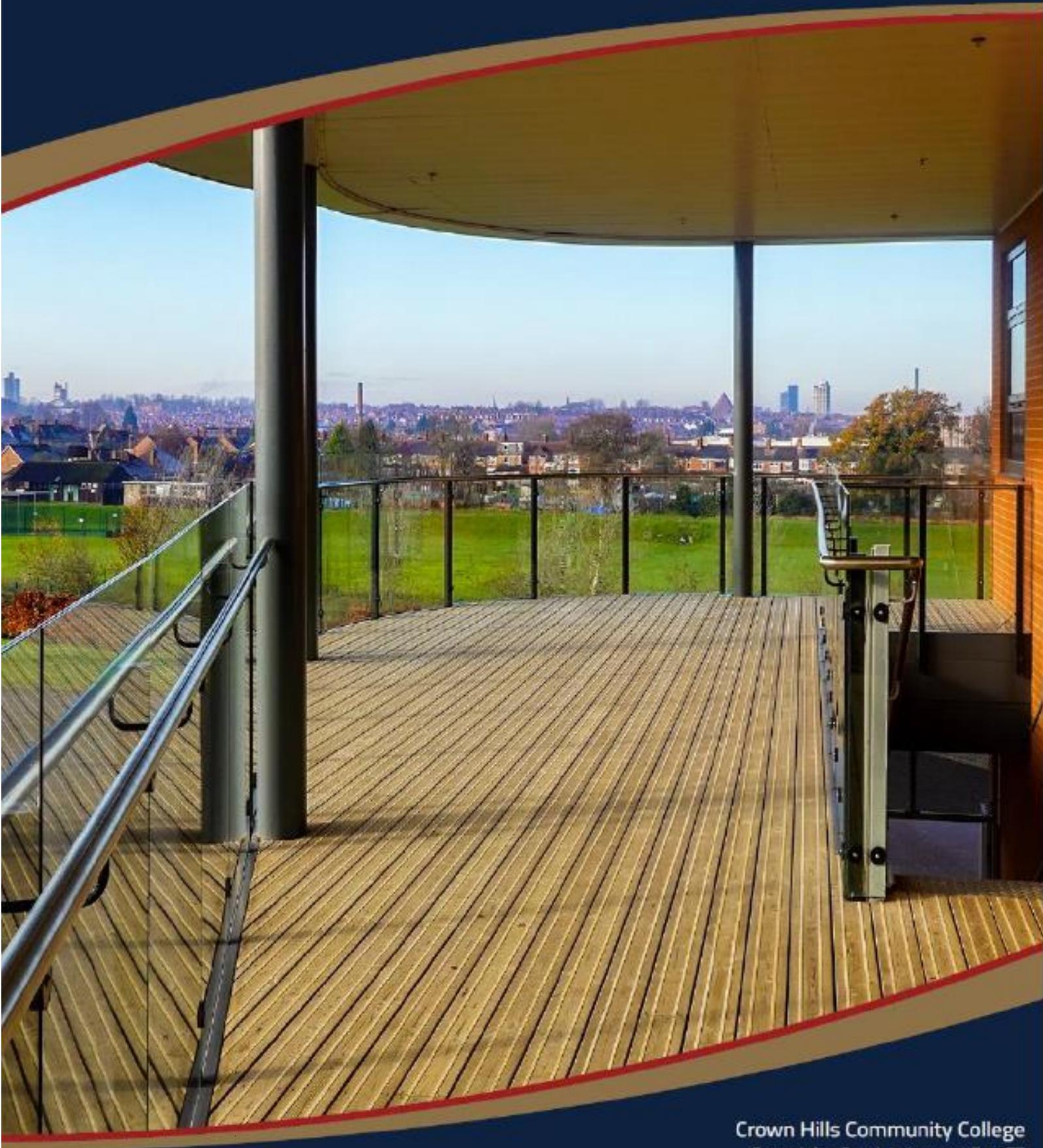




CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information

Inclusion Support Worker



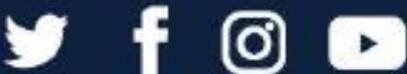
Crown Hills Community College

Gwendolen Road, Leicester LE5 5FT

Tel: 0116 273 6893

office@crownhills.leicester.sch.uk

crownhills.com





Dear prospective applicant,

In the top 12% of schools nationally, Crown Hills Community College blends a 70-year history of inclusive education with an innovative, forward-looking approach to providing a state education like no other to 1500 students from inner city backgrounds.

The School now seeks to appoint an exceptional individual to work alongside 190 other staff to make up our education family.

This vacancy has presented itself due to the promotion of the current post holder.

To be successful, you will be smart, hungry and humble. We recruit our staff based on attitude as well as skill and if you possess the right balance, we will support you on your journey to leadership.

Over the past three years, the school has changed significantly not only in its performance but in the way it operates. We are not interested in the OFSTED grade or judgement and it is not something that we use to threaten staff with nor do we use it to set policy. We do what is best for the staff and the students underpinned by a set of clear values and we trust that everything else will take care of itself. I would therefore, urge you to visit us and to look at our website and the video about what it is that we stand for and why you would want to join us - <https://www.crownhills.com/join-us/>

I want us to be at the forefront of educational excellence because we want to provide the best educational experience possible for the children in our care. This is extremely difficult in a climate of ever-increasing accountability and diminishing resources. However, I sincerely believe that if we lead this community by staying true to our values then it is possible.

I have therefore spent time with staff and exploring what it is we stand for and, after a school-wide consultation, we have decided that **ASPIRATION, COMMITMENT** and **SUCCESS** are the three key drivers that will support the development of our pupils.

I believe that high expectations and standards are important, this role will be pivotal in that as it will support students to be the best that they can be by maintaining that high standards for attendance, punctuality and behaviour that have already been set.

We are very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

The successful candidate will work with the pastoral team to support challenging behaviour and students with learning difficulties and foster the participation of students in the social and academic aspects of college life.



The successful candidate will be committed to the students and college life and will possess the ability to communicate effectively and be able to raise the standards of learning for all of the students that they are required to work with.

As a valued member of the Pastoral team the post holder will primarily be involved with running either a behaviour support base for on calls, or an internal seclusion room or a combination of the two. They will also be involved in various duties throughout the day, including gate and lunch duties. They will work alongside the other members of the team that will include Assistant Head of Years, Heads of Year and other Inclusion Support Workers.

The post holder will need to use engagement techniques in order to reach young people to improve their participation in the curriculum.

Crown Hills has a strong commitment to C.P.D. This is an excellent place in which to further your career.

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our website: www.crownhills.com. Please include e-mail addresses of all referees, and e-mail it together with a letter of application (no more than 2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post to jamey@crownhills.leicester.sch.uk by **9am on Monday 19th April 2021**. Ideally, the successful candidate would be available from after the February half-term holiday, failing which, at Easter.

We have also organised two information evenings via TEAMS, this will be an opportunity to understand what we stand for, our values and an opportunity to meet the team and learn what it is exactly that we are looking for please contact my PA Jo Amey by email jamey@crownhills.leicester.sch.uk to confirm your attendance:

Information Evening 1- Thursday 15th April 2021 - 5.00pm

Deadline for applicants is 9am on Monday 19th April 2021 to jamey@crownhills.leicester.sch.uk

Yours sincerely,

Mr. F. Adam

(Principal)

JOB DESCRIPTION

| | | | |
|------------------------------|--|---------|---|
| Job Title: | Inclusion Support Worker | | |
| College | Crown Hills Community College | 11-16 | Maintained |
| Reports to: | Principal via Assistant Head of Year and Assistant Principal | Grade: | Grade 5 (Points 11-14) |
| Key areas of Responsibility: | Behaviour Support | Salary: | £21,589 – £23,836 Pro rata Salary: £18,296.16 - £20,200.44 (Actual Salary) |
| Additional: | 37 hours per week, Term time only plus 3 Teacher Days. 8am-4pm | Term: | Permanent Full -Time |

GENERAL

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

PURPOSE

- To support the pastoral team and system in the school. Leading on ensuring relationships between learners and staff reflect a positive and respectful culture. Ensuring students at Crown Hills feel safe and do not experience bullying or discrimination.
- Lead on ensuring students show commitment to their learning and this will be displayed through high achievement, attendance and punctuality records and in turn reduce disruption to learning.
- Play a pivotal role in insisting the high expectations for students' behaviour and conduct at all times and that these expectations are applied fairly and consistently, in line with college policies.
- To lead internal rooms that create the correct environment to allow students to continue to learn, reflect on their behaviour and amend their attitudes to learning. These will include predominately students that have been removed from normal circulation due to behavioural issues.

CORE DUTIES AND RESPONSIBILITIES

To work with the Pastoral team to support and lead in creating a safe, calm, orderly and positive environment in the school.

- Support, create and implement clear routines and expectations for behaviour across all aspects of school life creating classrooms to be environments where students can learn and to oversee behaviour, attendance and welfare issues.
- To help remove welfare barriers to learning, enabling students to make at least expected progress.
- To deal with issues in a positive manner, communicating actions to staff and parents as appropriate.
- Ensure consistency in the use of policies and procedures and holding staff accountable and challenging any variations in practice.
- Supporting and creating a culture where all staff know and care about pupils and in particular taking a lead on a specific year group and matters related to this group of students.

- To support the agreed college system of rewards and recognition of student progress / achievement and to be part of an annual review of this.
- To monitor the 'my commitment' scores of the year group and take appropriate actions to celebrate and intervene.
- To support morning punctuality procedures to ensure learners are here on time ready to learn.
- To enforce expectations with regard to uniform, attendance, punctuality and respectful behaviour are high.
- Develop strong links with home and support organisation of parental consultation evenings, revision sessions, options evenings and other matters..
- Be actively involved in reducing behavioural issues and promoting a respectful college environment through the strong presence in corridors at lesson changeovers, break times, end of lunchtimes, end of the day – where possible.
- Promoting good manners, respect and courtesy towards one another in the school and having pride for themselves and the school.
- Regularly monitoring behaviour data including on calls and exclusions and actively work to reducing these through resolutions with staff and students and making tailored plans to support students and staff and supporting in decision making re: sanctions.
- Involvement in relevant meetings with parents and professionals.
- Ensure students are involved with student voice, promote anti bullying, and other related matters.
- To manage communication home to parents regarding student achievement including concerns and recognition of outstanding progress.
- To actively use SIMs to update attendance codes and ensure incidents and actions are logged
- To assist with administrative tasks e.g. maintaining accurate records.
- To manage and administer the Behaviour for Learning system in relation to students, ensuring students attend detentions and follow up if they do not.
- To take up duties related to on call, gate duties and staffing of the behaviour support base.
- To work as part of the Pastoral team, sharing duties and information as appropriate.
- Where appropriate, home visits to students to ensure their wellbeing.
- ***Specific responsibilities may be related to certain internal roles, for example:***
- On call room – will involve the monitoring and logging of on calls and reporting of this to parents and guardians. Supporting in after school detentions.
- Seclusion room – will involve provision of suitable work for the students, monitoring and logging of seclusions. Coordinating seclusion and supervision of students therein.
- Alternative provision – will involve the provision of suitable work, monitoring and logging of students. It will also involve the day to day administration and work related to Edlounge. Coordinating alternative provision and supervision of students and their overall wellbeing

QUALITY ASSURANCE AND STANDARDS:

- To set be a positive role model to other staff through the modelling of professional attitudes and behaviours and in terms of dress, punctuality and attendance.
- To attend team and staff meetings as required.
- To be proactive in matters relating to health and safety.
- To implement and promote Leicester City Council and the school's policies and procedures relating to all areas of employment and service delivery.
- Sustain own motivation and that of other staff.
- Be a professional advocate for the school in all contexts and ensuring emails, phone calls and other matters are responded by the team in a timely manner.

ACCOUNTABILITY

- Be accountable for the pastoral and academic performance of students and in particular the successful running of one area of the inclusion department (on call, seclusion, alternative provision).

SAFEGUARDING AND HEALTH AND SAFETY

It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any acts or omissions.

- All staff have a responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or come into contact with. experience bullying or discrimination.

- To support the pastoral team and system in the school. Leading on ensuring relationships between learners and staff reflect a positive and respectful culture. Ensuring students at Crown Hills feel safe and do not
- Lead on ensuring students show commitment to their learning and this will be displayed through high achievement, attendance and punctuality records and in turn reduce disruption to learning.
- Play a pivotal role in insisting the high expectations for students' behaviour and conduct at all times and that these expectations are applied fairly and consistently, in line with college policies.
- To lead internal rooms that create the correct environment to allow students to continue to learn, reflect on their behaviour and amend their attitudes to learning. These will include predominately students that have been removed from normal circulation due to behavioural issues.

ADDITIONAL DUTIES:

- To play a full part in the life of Crown Hills, to support its distinctive aims and ethos and to encourage students to follow this example.
- To participate in induction training, staff reviews process and professional development opportunities.
- To comply with any reasonable request from line manager to undertake work of a similar level that is not specified in this job description.
- To undertake professional duties that may be reasonably assigned by the Principal and leadership team.

PERSON SPECIFICATION

| | | E/D | 2/4 |
|------------------------|---|-----|-----|
| Training and Education | Evidence of sound level of general education, including GCSE English and Maths (A*-C) or equivalent (Level 2 Basic Skills Literacy/Numeracy). | E | 2 |
| | ICT skills sufficient to perform the role with regard to use of SIMs, software packages related to presentation of information to staff and students. | E | 2 |
| | Team Teach trained or willingness to attend training. | E | 4 |
| | A level qualification in relevant subjects or equivalent ability/ experience. | D | 2 |
| | A relevant higher education qualification. | D | 2 |
| | Relevant professional qualification or other accreditation | D | 2 |
| Experience And Skills | Ability to deal sensitivity with vulnerable students and their families. | E | 2,4 |
| | Sound understanding of confidentiality issues. | E | 2,4 |
| | Experience of working effectively with children and young people in a learning environment. | E | 2 |
| | Awareness of child protection issues. | E | 2 |
| | Reliable with regard to all aspects working practice. | E | 4 |
| | Ability to remain patient and calm in challenging situations. | E | 4 |
| | Ability to work effectively within a team environment, understanding roles and responsibilities. | E | 4 |
| | Ability to build effective working relationships with all learners and colleagues and to perform and maintain appropriate professional relationships and boundaries with colleagues and students. | E | 2,4 |
| | Ability to promote a positive ethos and role model positive attributes. | E | 2,4 |
| | Willingness to participate in relevant training and development opportunities. | E | 2 |

| | | | |
|----------------------------|--|---|-----|
| | Professionally discreet and able to respect confidentiality. | E | 4 |
| | Firm, sensitive and effective approach towards student discipline. | E | 4 |
| | Confident and able to use own initiative. | E | 4 |
| | Willing and able to keep up-to-date with legislation/guidelines/new/best techniques/as they change or study for/obtain/train for further skills and qualifications needed for the role. | E | 2,4 |
| | Experience of working to support young people's learning. | E | 2,4 |
| | Positive problem solving attitude. | E | 2,4 |
| | Ability to deal sensitivity with vulnerable students and their families. | E | 2,4 |
| | Sound understanding of confidentiality issues. | E | 4 |
| Other Conditions | Set a good example in terms of dress, punctuality and attendance. | E | 2,4 |
| | Must satisfy relevant pre-employment checks. | E | 2 |
| | This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Disclosure and Barring Service check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time. | E | 2 |
| | Able to set an example of high standards in your own teaching, relationships with colleagues and in your expectations of students | E | 2,4 |
| | Able to plan, organise and communicate effectively | E | 2,4 |
| | Able to be part of a team and use your own initiative | E | 2,4 |
| | Commitment to improve | E | 2,4 |
| | Able to report to different groups and meet appropriate deadlines | E | 2,4 |
| | Appropriately trained in safeguarding and able to demonstrate how to deal with keep children safe | E | 2,4 |
| Equal Opportunities | Must be able to recognise discrimination in its many forms and be willing to put the Council's Equality policies into practice | E | 2,4 |
| | Willing and able to deal with people professionally at all levels and from a variety of backgrounds. | E | 2,4 |

2= Application

4= Interview