



# APPLICATION PACK

<b>ROLE:</b>	SECLUSION MANAGER
<b>START DATE:</b>	APRIL 2019
<b>SALARY:</b>	GRADE 8 - £21, 508.36
<b>HOURS:</b>	37 HOURS TERM TIME, PLUS 5 DAYS

**Moor End Academy**  
Dryclough Road  
Crosland Moor  
Huddersfield  
HD4 5JA

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Principal: Mr Kash Rafiq

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***'A word from the Principal'***



Dear Applicant,

Firstly, thank you for your interest in working at Moor End Academy. If you are impressed by our work, understand our vision and want to be a part of our journey to world class, then we are keen to hear from you.

Moor End are partners in the highly regarded South Pennine Academies family, and we firmly believe in educating young people to be successful through strong leadership, high performing staff and through engaging communities. Our vision is to become a world class centre of educational excellence; an academy that provides the very best learning experiences as well as fostering a culture of aspiration, so that every student makes good progress and reaches their full potential regardless of their starting points. We passionately believe that, as educators, we have the power and responsibility to inspire our students to be the best they can be - to enable our learners to pursue their dreams and become the leaders of tomorrow.

To me, it's essential that all members of our school community put in the time and energy to bring the ethos to life. It's important to me that everyone who steps through our doors: staff, students and parents-are excited to be here! This attitude enables us to meet our goal of becoming a world class center of educational excellence in a positive, fun, and nurturing environment.

We want to expand our family of committed and skilled people, who will impact positively on the futures of our next generation. If you wish to discuss any of the opportunities we have on offer, please contact us at [szashraf@edu.moorend.org](mailto:szashraf@edu.moorend.org) or call 01484 222230.

Please enjoy reading further, and we look forward to hearing from you.

Yours sincerely,



Mr Kash Rafiq  
**Principal**



Moor End is a converter academy that opened on 17<sup>th</sup> August 2011. We converted as an outstanding school. Prior to this we were a community school. Our CEO, Jane Acklam is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support. Moor End is an award winning academy and has continued to be recognised by Ofsted as 'outstanding'.

At Moor End we have the secondary resourced provision for students within Kirklees with visual impairment, with a capacity for 12 fixed-term places and 2 transitional places. Students within the provision attend mainstream lessons and are fully integrated in to academy life. In addition to these places, the team also supports over 80 students, across secondary schools in Kirklees, in an outreach capacity. The team consists of highly skilled teachers, technicians and educational teaching assistants who support the students' access to the curriculum. Students in the provision also access a personalised additional curriculum, which supports their independence, including - amongst others - mobility, braille and touch-typing.

We have a number of experienced and skilled educational teaching assistants who support students and classes that require enhanced input to access the curriculum. English and maths have their own dedicated teaching assistant whilst the other teaching assistants are managed, supported, trained and allocated through the special educational needs department.

We are an 11-16 mixed comprehensive academy with 1000 students on roll. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2-4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Beaumont Primary Academy opened its doors for the first time in September 2016 and the staff and students moved into their fantastic new building which is on our Dryclough site on September 2018. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk).

The academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The academy's mission is for all young people at Moor End to ensure we can confidently say, "we gave every student his or her GCSE passport to success." We passionately believe, as educators, we have the power and responsibility to inspire our students to be the best they can be to enable our learners to pursue their dreams and become the leaders of tomorrow.

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a first language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave us, over two thirds make better than national average progress. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.



South Pennine Academies Trust has grown from strength to strength with eight primary and secondary schools that have a shared vision of:

- *Strong and effective leadership;*
- *High performing staff;*
- *Successful students;*
- *Engaged community.*

South Pennine Academies believe in school improvement through a partnership model; this brings expertise and capacity to the school improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, it benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the trust. You can expect the highest quality professional development at not only Moor End Academy, but also trust wide.

For more information visit <http://www.southpennineacademies.org/>

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## Dryclough Campus

Campus development at our Dryclough site continues to be exciting for staff, students and the local community, with Moor End Academy just one part of a vibrant campus, which includes;

**Woodside Pre School** - this serves 2–4 year olds and is a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted. For more information please see <http://woodsideps.org.uk/>

**Beaumont Primary Academy** - the country's first Presumption Free School, opened its doors for the first time in September 2016. This primary provision currently accommodates up to 90 places this year. A new state of the art school building opened its doors in September 2018 with a capacity eventually for up to 630 children. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk)

**Huddersfield Horizon School Centred Initial Teacher Training (SCITT)** - "Huddersfield Horizon" teacher training base is situated on the Dryclough campus. For more information please see <https://huddersfieldhorizon.com/>



## JOINING MOOR END ACADEMY

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers' Pension Scheme or West Yorkshire Pension Fund.
- **SAS** - The Academy uses School Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
- **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff, staff exercise classes and much more!



## LOCAL INFORMATION



**Huddersfield** is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.

Within our own catchment is the breathtaking Beaumont Park, which was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pyrmont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895 and Huddersfield Town F.C.- founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth

form colleges Greenhead College, Kirklees College and Huddersfield New College Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

### Banks and shopping

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... finally shopping! The town hosts a range of shopping experiences including a haven for independent shopping, the Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and is home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. We also have the Kingsgate Centre, an undercover shopping facility with all the expected high street brands. The full range of supermarkets and a market are also available in the town.



## THE SELECTION PROCESS

### How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Seclusion Manager** at Moor End Academy, then you should:

- Follow the link to complete the online application form;
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs;
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End;
- Submit your application by **9am 22<sup>nd</sup> March 2019**. *Late applications will not be considered.*

### Time table for the selection process

- **Closing date for applications:** 9am 22<sup>nd</sup> March 2019
- **References requested:** Following successful shortlisting
- **Interview Date:** TBC

**Please note: Visiting the Academy**

To ensure a fair process we will not be offering tours or visits to the academy prior to short listing. The opportunity to tour the academy etc. will form part of the interview process.

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



## Why become the Seclusion Manager at Moor End Academy?

We are seeking to recruit a passionate and vibrant professional to lead the Seclusion Unit to support students address and overcome a range of barriers to their learning/engagement. The Internal Seclusion Unit will cater for a very small number of students who have failed to adhere to the academy behaviour policy. Students who are required to attend this provision will do so for a short period of time before returning to mainstream lessons. Throughout their time in the provision, students will reflect on their behaviours and receive behaviour modification support

It will be a role, which will be highly valued within the academy and will be key to our impact and success with disadvantaged and/or vulnerable students.

This role will have a strong emphasis on communication as well as developing effective systems and structures to bring about meaningful change in attitudes to school, learning and future aspirations. Previous experience of working in a Pastoral setting in a school and/or an alternative provision setting is desirable but not essential. However, the successful candidate will have proven management experience as well as evidence of developing and maintaining key relationships with a range of staff and students to support improved attitudes to learning.

This role represents an exciting opportunity to become part of the Personal Development Behaviour and Welfare team which includes: an Assistant Principal, Heads of Year, Heads of House and Year Leaders.

Judged Outstanding in every OFSTED category in 2012 we have a track record of excellence both in terms of student outcomes and professional development.

If you are interested by the prospect of this exciting opportunity, we would be delighted to hear from you.

<b>JOB TITLE:</b>	Seclusion Manager
<b>GRADE:</b>	8
<b>ACCOUNTABLE TO:</b>	Assistant Principal; PDBW
<b>HOURS:</b>	37 hours per week

### **Purpose of Job:**

The Internal Seclusion Unit is a new provision at Moor End Academy designed to address and overcome a range of barriers to learning/engagement. The Internal Seclusion Unit will cater for a very small number of students who have failed to adhere to the academy behaviour policy. Students who are required to attend this provision will do so for a short period of time before returning to mainstream lessons. Throughout their time in the provision, students will reflect on their behaviours and receive behaviour modification support.

### **Responsible for:**

- Managing and supervising the day to day running of the internal Seclusion room

### **Main duties**

- Manage and supervise the day to day running of the Seclusion Room
- To provide continuous supervision of the students within the Seclusion room ensuring that they work productively and safely.
- To encourage students to reflect on their behaviour and to accept responsibility for their actions.
- To log behaviour incidents on SIMs/behaviour watch, complete a daily behaviour log and contribute to a half termly behaviour report.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
- To liaise with subject teachers when appropriate, gaining key information about units of work in order to provide work that is age and ability appropriate for students in the isolation room.
- To ensure that the Seclusion room procedures are adhered to and that the room is well maintained, neat and tidy.
- Upkeep and maintain accurate records of Seclusion referrals of individual pupils and groups (PP/FSM/BME/SEND/GENDER/EAL/LAC), so that staff are well informed of year group patterns/trends.
- Identify patterns/trends of repeat referrals and regularly provide accurate data to inform the academy behaviour tracker.
- The supervision of students in the Seclusion room at break and lunchtime, having pre-ordered packed lunches if necessary.

- To implement strategies to support pupils with social, emotional and behavioural difficulties, setting challenging and demanding expectations and promoting independence.
- To encourage students to interact with others in a positive manner.
- To provide information and advice to enable students to make appropriate choices about their own learning and behaviour.
- To be aware of and support differences. Challenge and motivate students, reinforcing self-esteem and promoting the inclusion and acceptance of all students.
- Maintain the professionalism expected in all dealings with colleagues, students, parents and other professionals.
- Attend academy meetings and training as directed by your Team Leader.
- Attend appropriate courses for personal professional development.
- To be responsible for promoting and safeguarding the welfare of students.

### **Other duties**

- To undertake other duties commensurate with the post, as required by the academy.

### **Generic Support Staff Requirements**

- Uphold the professional standards expected of every member of Academy staff in all dealings with colleagues, students, parents / carers and the wider community.
- Adhere to the principles expressed in the aims of the Academy.
- Actively contribute to the continued development of the Academy by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- To contribute to the development of the academy attendance strategy.
- Be a positive, collaborative team member.
- Apply Academy policies in all aspects of the role.
- Keep up to date with all aspects of the safeguarding children policy as it applies to the post.

## Seclusion Unit Manager - Personal Specification

**E = Essential**  
**D = Desirable**

**Measured by:**

**A. Application Form**  
**C. Interview**

**B. Test / Exercise**  
**D. References**

### Qualifications

<b>D</b>	• Good degree in relevant subject	<b>D</b>
<b>E</b>	• GCSE Level of Education or above	<b>A</b>

### Experience/Knowledge

<b>E</b>	• Recent successful experience of supporting students overcome a range of personal barriers	<b>A C</b> <b>D</b>
<b>E</b>	• The ability to develop positive relationships with a wide range of young people.	<b>A C</b> <b>D</b>
<b>E</b>	• Experience in developing bespoke personalised intervention to overcome barriers to learning	<b>A C</b> <b>D</b>
<b>E</b>	• Experience of working and leading in an education setting with challenging students	<b>A C</b> <b>D</b>
<b>E</b>	• Support students in the completion of work that they have missed from lessons where required.	<b>A C</b> <b>D</b>
<b>E</b>	• Experience in improving the behaviour and attendance of groups of students	<b>A C</b> <b>D</b>
<b>E</b>	• Successful contributions to team work	<b>A B</b> <b>A C</b> <b>D</b> <b>A C</b> <b>A C</b> <b>D</b>
<b>E</b>	• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	
<b>E</b>	• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	

### Skills, Attributes and Abilities

<b>E</b>	• The ability to work alone and manage/supervise students with challenging behaviour	<b>A C</b> <b>D</b>
<b>E</b>	• Ability to work under pressure and meet deadlines	<b>A C</b> <b>D</b>
<b>E</b>	• Strong interpersonal skills and ability to communicate effectively with children and adults	<b>A C</b> <b>D</b>



E E E E E E E E E E	<ul style="list-style-type: none"> <li>• Successful experience of developing appropriate strategies for children with SEMH needs</li> </ul>	A C D
	<ul style="list-style-type: none"> <li>• Strong interpersonal skills and ability to communicate effectively with children and adults</li> </ul>	
	<ul style="list-style-type: none"> <li>• An ability to keep accurate and up to date records</li> </ul>	A C D
	<ul style="list-style-type: none"> <li>• Ability to use ICT for recording, monitoring and reporting</li> </ul>	
	<ul style="list-style-type: none"> <li>• Effective interpretation, analysis and use of data</li> </ul>	
	<ul style="list-style-type: none"> <li>• Be resilient, reliable, in good health, and possess a sense of humour</li> </ul>	A C A C A C A C A C
	<ul style="list-style-type: none"> <li>• Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline</li> </ul>	
	<ul style="list-style-type: none"> <li>• High level of motivation and commitment</li> </ul>	
	<ul style="list-style-type: none"> <li>• Commitment to own personal development and learning</li> </ul>	
	<ul style="list-style-type: none"> <li>• To promote equality, diversity and inclusion and demonstrate this within the role.</li> </ul>	A C D A C D A C A C D A C D
	<ul style="list-style-type: none"> <li>• To be responsible for promoting and safeguarding the welfare of students</li> </ul>	
	<ul style="list-style-type: none"> <li>• Ability to form and maintain appropriate relationships and personal boundaries with students</li> </ul>	

General		
E	<ul style="list-style-type: none"> <li>• Respectful towards all students, with total belief in their entitlement to a high quality education, whatever their circumstances and ability</li> </ul>	A C
E	<ul style="list-style-type: none"> <li>• Committed to the principles of the Academy programme</li> </ul>	C
E	<ul style="list-style-type: none"> <li>• Possess personal integrity, warmth and a willingness to grow and learn</li> </ul>	A C A C
E	<ul style="list-style-type: none"> <li>• Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development</li> </ul>	
E	<ul style="list-style-type: none"> <li>• Enhanced CRB Disclosure</li> </ul>	C D