



**SOUTHLANDS
HIGH SCHOOL**

Endeavour for Excellence

Clover Road, Chorley, PR7 2NJ

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Year Manager

Permanent



Candidate Information Pack

Southlands High School has now completed one year as a school within the newly formed Mosaic Academy Trust with Standish High School.

A non-teaching Year Manager post has become available at Southlands High School. The position is 37 hours a week, term time plus one week. Grade 7 point 26 -31 (£23,866 - £28,221) pro rata. Actual week's pay is 45.05 weeks. The post will be available on a permanent contract starting as soon as possible in 2019.

Southlands High School is offering an exciting opportunity to a proactive, forward looking and supportive individual who is committed to supporting young people to as they develop and grow. We are looking to appoint a Year Manager to work with a specific year team in terms of personal development, behaviour, welfare and attendance. This role requires a variety of skills to carry out the job effectively. Please see the job description and person specification.

If you believe your skills match those in the attachments and you are interested in joining an ever improving team of committed and loyal staff, we look forward to your application.

All candidates should complete the application form.

Closing Date Monday 25 March 2019 – 9am. Interviews Monday 1 April 2019.

Completed Application Forms should be returned by email to mearsc@southlands.lancs.sch.uk or by post to Mrs C Mears, Headteacher's PA, Southlands High School, Clover Road, Chorley, Lancashire, PR7 2NJ

Southlands is an Equal Opportunities Employer welcoming applications from all sections of the community.

This post is covered by the Rehabilitation of Offenders Act 1975. If successful, you will be required to apply to the Disclosure and Barring Service (DBS).

General Information for Applicants

Southlands High School is on a journey to excellence. Our motto 'Endeavour for Excellence' demonstrates that we expect all stakeholders, staff and students to work hard. Southlands High School is striving to be 'Even Better' than ever before as a successful and inclusive school that works in close partnership with families and the community to achieve the best for our young people.

In December 2017, we were designated as a converter academy within the Mosaic Academy Trust with Standish High School (Standish High School as the lead) and look forward to going from strength to strength in our partnership. The Mosaic Academy Trust as an organisation seeks to value each and every member of the community and to become a family of schools that will welcome other schools and be a Trust whose chief aim is to become stronger as a whole than by the sum of its parts. The Trust has a Trade Union Recognition Agreement in place.

In 2018 Southlands High School was the 2nd most improved school in Lancashire for standards passes in Maths and English and is a fast improving school in Chorley. Science results were much improved. We expect to continue our journey of improvement.

We strive to meet the needs of the individual child so that they feel safe, secure and happy and enjoy their time at Southlands. We also aim to provide the highest standards of teaching and learning so that students are able to progress and fulfil their potential. We believe that every child should be given opportunities to develop their leadership skills as part of their growth and development in order to prepare them for adult life. Many of our students go on to be very successful in all aspects of life with a number attending some of the leading universities in the country. We are committed in our drive for academic excellence whilst offering a wide range of extra-curricular activities and opportunities so that our students can achieve educational success and develop fully as individuals.

We recognise that all students have the right to the highest quality education that will equip them with the qualifications they need to progress to college, university or their chosen career. Every decision we take to create our successful school comes from a firmly held staff belief that we can always strive to be 'even better' than before.

The school was last inspected by Ofsted in June 2013 and was judged as good in every aspect. Parental responses and student responses to whole school questionnaires is very good. Our school priorities for 2018-19 clearly focus on our culture for improvement: improving student outcomes, the development of teaching, learning and assessment, strong personal development, behaviour and welfare and effective leadership at all levels.

There are 827 young people on roll. The intake profile in both socio-economic and academic terms is that of a fairly typical comprehensive school.

At Southlands we are very proud of our caring school community and place great emphasis on high standards of behaviour and respect for all through our Southlands Standard.

Hopefully, this has inspired you to take a serious look at Southlands.

I look forward to receiving your application form.

Kerry Millar
Headteacher

JOB DESCRIPTION

Job title:	Year Manager
Reports to (job title):	Assistant Headteacher – PDBW
Hours of work:	37 hours per week (TT+1)
Salary:	Grade 7 £23,866 - £28,221

Main Duties / Responsibilities:

General

- Adhere to all school policies and procedures, particularly those in relation to equality of opportunity, health and safety, data protection and safeguarding.
- Attend meetings, conferences and home visits as appropriate.
- Maintain and record all relevant pupil information, ensuring that appropriate data protection procedures are followed.
- Work with school staff, parents and relevant external agencies regarding pupil progress, behaviour and attendance.
- Support pupils and parents during transition periods.
- Promote the school's vision and ethos, encouraging the inclusion and acceptance of all pupils.
- Ensure that appropriate policies and procedures are implemented to allow effective learning to take place, including child protection procedures and behaviour management processes.
- Attend relevant training and undertake appropriate CPD activities, ensuring that staff members are kept up-to-date with relevant news and techniques within the sector.
- Assist in the organisation of assemblies and parents' evenings.
- Provide day to day support to a specific Year team.
- Act as a role model for pupils, setting high expectations and acting in a professional manner.

Personal Development, Behaviour and Welfare

- Demonstrate a commitment to safeguarding and promoting the welfare of pupils, ensuring that pupil wellbeing is the focus of all actions undertaken in the role.
- Assist with the PDBW care of pupils, ensuring that the school meets all pupils' personal and social needs.
- Provide one-to-one PDBW support to pupils, where necessary.
- Work with staff members and parents in order to remove practical, social and emotional barriers to learning.
- Raise any concerns regarding pupils' learning and the support they receive with the relevant Subject leader
- Refer pupil wellbeing concerns to the appropriate external agencies, as appropriate.
- Follow up concerns and provide individual support for pupils.
- Ensure that any concerns are appropriately recorded and reported, including those in relation to attendance, academic performance and pupil wellbeing.
- Plan and implement any specific arrangements for individual pupils, such as intervention programmes, ensuring that relevant staff members are aware of any measures in place.
- Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate.
- Monitor and assess the implementation of interventions and support programmes, reviewing these and making informed changes where necessary.
- Maintain accurate records regarding the implementation of intervention programmes, including any referrals that are made.
- Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem.

- Place a strong focus on pupils' social, mental and emotional health (SMEH) needs.
- Liaise with the careers advisor to ensure that pupils are effectively prepared for, and supported in, their future after education.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Promote independence, recognising and rewarding achievement of self-reliance.

Supporting Staff

- Act as a point of contact for staff members regarding the wellbeing of pupils and provide the necessary support.
- Work with the Year Leader and senior leadership team (SLT) and other staff members to ensure continuity of PDBW care throughout the school.
- Liaise with staff members to ensure the wellbeing of pupils and their full participation in school life.
- Make necessary staff members aware of individual pupils' specific needs.
- Provide staff members with advice regarding pupil support strategies to ensure pupils' academic, social and emotional needs are met.
- Assist with implementing individual pupils' learning plans, PDBW support plans and acceptable behaviour contracts.
- Liaise with staff members to plan, assess and adapt learning activities to meet pupils' needs.
- Provide PDBW focussed training, as well as any other relevant CPD opportunities, to staff members.
- Advise staff members on how to effectively support pupils' SMEH and meet their individual needs.
- Ensure resources are suitable for learning activities and effectively support the needs of pupils.

Academic support

- Facilitate the induction of new pupils, using prior academic performance, identifying SMEH needs and aiding timetable allocation.
- Liaise with staff members to ensure that pupils are appropriately prepared for, and supported during, key transition periods.
- Mentor underachieving pupils, liaising with teaching staff and support staff to ensure continuity of learning.
- Assist in the development, implementation and monitoring of the PSHE programme, ensuring that age-appropriate topics are discussed and relevant issues are addressed.
- Plan and deliver learning activities to pupils within an agreed system of supervision, amending activities according to pupils' needs.
- Use ICT effectively to support learning activities, and develop pupils' competence and independence in its use.
- Plan, deliver and monitor a rewards system in order to encourage attendance, motivate pupils and increase academic performance.
- Monitor and evaluate the transition process for pupils, making recommendations to the relevant Year Leader where appropriate.
- Help pupils to access specialist learning resources as required.

Attendance and Exclusions

- Encourage attendance and punctuality at school.
- Monitor and review pupil attendance, monitoring, identifying and dealing with students whose attendance causes concern with relevant Year Leader.
- Maintain an up-to-date record of absence, identifying patterns and trends in pupil attendance.
- Work with families on strategies to promote the regular and punctual attendance of all pupils, and assist in the implementation of these strategies.
- Liaise with the Assistant Headteacher – PDBW on attendance issues, facilitating the planning and delivery of appropriate interventions, in order to improve pupil attendance and punctuality.
- Liaise with parents of absent pupils, ensuring that appropriate interventions are being implemented at school and at home.

- Work closely with the Assistant Headteacher – PDBW in order to set appropriate attendance targets, including whole-school, year group and individual pupil targets.
- Liaise with parents and the LA regarding exclusions.
- Maintain the pupil behaviour database, ensuring that all information is up-to-date and accurate.
- Produce reports regarding pupil attendance and exclusions for Assistant Headteacher – PDBW and the Headteacher.
- Facilitate the reintegration of pupils who have been excluded, ensuring that they are appropriately supported and necessary interventions are implemented.

Communication

- Establish positive, productive and constructive relationships with pupils, parents and colleagues to assist home-school communication and facilitate the support provided.
- Develop innovative methods of engaging with parents and families, encouraging increased parental participation in pupils' education.
- Liaise with external agencies, such as Children's Services, where appropriate.
- Participate in internal and multi-agency exchange of information and best practice, ensuring that data protection and child protection policies are adhered to.
- Liaise with the school nurse/first aiders and special educational needs coordinator, to ensure that pupils' needs are effectively met and appropriate support is provided.
- Assist in the development of positive relationships with other schools, liaising with pupils' previous or forthcoming schools in order to ensure a positive transition.
- Meet with staff members, pupils, parents and external agencies in order to identify individual concerns and develop informed plans of action.

This list is not exhaustive and there is the expectation that staff will undertake any additional roles of a reasonable request.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Hold GCSEs or equivalent qualification in at least English and Maths. 	<p>Undertaken behaviour management and safeguarding training.</p> <p>Educated to degree level in a relevant subject.</p> <p>Hold a valid DBS check.</p>
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Undertaking relevant and effective CPD. • Developing and delivering individual and group-based support to pupils. • Working with pupils with behavioural issues. • Supporting pupils' SMEH needs. • Implementing behaviour management strategies. 	<p>Experience of creating individual intervention programmes for pupils.</p> <p>Experience of handling child protection and welfare cases.</p>
Knowledge and skills	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Knowledge of statutory requirements regarding the education sector and pupil wellbeing. • Knowledge of legislation regarding pupil attendance, safeguarding and data protection. • Knowledge of common pastoral issues and how to respond to the different situations which may arise. • Knowledge of local and national support services that are available to pupils and schools. • Proven awareness and respect for the highly sensitive status of information and its confidentiality. • Excellent written and verbal communication skills. • An ability to motivate colleagues. • Knowledge of child protection and safeguarding procedures. • Knowledge of intervention strategies, including those in relation to behaviour and attendance. • A good understanding of child development, learning processes and barriers to learning. <p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Work as part of a team, as well as independently. • Adapt activities to ensure they are inclusive. • Effectively delegate tasks and responsibilities. • Manage projects and lead a year group along with Year Leader. <p>Collate and summarise information and data.</p> <ul style="list-style-type: none"> • Be proactive in the protection of children in reference to safeguarding procedures and protocols. • Effectively liaise with external agencies. 	



	<ul style="list-style-type: none">• Develop and implement effective support strategies.• Identify triggers of poor behaviour and barriers to learning.• Assess pupils and their families, and identify their needs to ensure effective support is provided.• Maintain accurate and up-to-date records.	
Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none">• Excellent communications skills.• Good time management and the ability to prioritise tasks effectively.• A well-developed sense of empathy.• A good attendance and punctuality record.• High expectations of self and professional standards.• The ability to maintain successful working relationships with other colleagues.• A willingness to work outside of the timetabled day, where necessary.• High levels of drive, energy and integrity.• The successful candidate will be able to:• Build positive and productive relationships with staff members, pupils and parents.• Consistently promote good behaviour throughout the school.• Effectively motivate and encourage pupils.• Work flexibly, attending and contributing towards meetings and training outside of their specified work hours.• Commit to contributing to the wider school and its community.	