



# RECRUITMENT PACK

DEAR APPLICANT,

Thank you for your interest in Ossett Academy and Sixth Form College. We hope that the information contained within this pack will help you decide if you have the right qualities, skills and experience to apply for our vacancy.

The academy has gained a reputation for excellence that is best evidenced in the outcomes that students achieve across all aspects of academy life. Our strong tradition of success is built on a firm foundation of personalised pastoral care, ensuring a climate for learning that is calm, well ordered and secure. We recognise the hard work and efforts of students in their lessons and their learning.

Academic success is only one part of our story. At Ossett Academy we have an excellent track record of high levels of student achievement in the context of a broad and balanced curriculum. Here at Ossett we offer and actively encourage our students to engage in a wide range of enrichment activities, from creative writing workshops to becoming sports leaders, there really is an explosion of opportunity at the academy.

Whilst supporting our students to be the very best learners is our primary focus, the development of our community is also an extremely important feature of our work. It is Ossett Academy's key priority to ensure that we have very positive relationships with parents and carers in order to fully support the learning of all young people.

We understand that partnership and collaboration is an important aspect to the on-going development of schools and academies and with this in mind, we continue to play a key role alongside our primary pyramid as a member of the Education Ossett Community Trust (EOCT), striving to provide world-class opportunities for the community of Ossett, and supporting young people aged 3 to 18 to develop a lifelong passion for learning, across a range of experiences.

To further formalise our partnerships and collaborative work with other schools, we work alongside Horbury Academy, Horbury Primary Academy and Middlestown Primary Academy as part of the Accord Multi Academy Trust. This remains an exciting development for the Academy and the vision of our partnership is that the Accord Multi Academy Trust will enhance both our practice and knowledge of learning across primary and secondary education, whilst also providing access for students and staff to an even better range of opportunities in order to achieve excellence.

I am extremely proud to lead Ossett Academy and to work alongside such a talented body of students and staff, who are fully committed to working as a team. If you feel that you have the vision, drive and energy to support and contribute to the Academy's further continued improvement, then we would like to hear from you.



**Samantha Broome**  
**Principal**



# AIMS OF THE ACADEMY

To be a dynamic learning community that promotes enjoyment, opportunities and friendship.

To promote excellence by inspiring students to realise their full potential, achieve high standards and have the courage to accept new challenges.

To maintain a safe, caring and healthy environment for all which creates hopes, dreams and aspirations.

To develop life-long learners with the skills and determination to succeed in an ever changing technological world.

To develop self-awareness and tolerance towards others with different cultures and beliefs.

To create responsible members of a local, national and international community who promote equality and respect and understand the value of our environment and its future.



# CONTEXTUAL INFORMATION

Ossett Academy is a mixed 11 – 19 secondary academy; with the Accord Sixth Form provision based on Ossett Academy's site.

- The Academy & Sixth Form College are situated on the outskirts of Wakefield just off the M1 junction 40 in the town of Ossett.
- The site is multi-faceted with a mixture of old and new buildings; the original Grammar School listed building from 1906 remains at the heart of the academy.
- The Academy remained judged as Good following Ofsted's most recent inspection in January 2018.
- The Academy is much larger than the average-sized secondary and is heavily oversubscribed, with 1,700 students on roll (including Sixth Form).
- The proportion of students supported through Pupil Premium is below the national average.
- The proportion of students with special educational needs and/or disabilities is broadly in line with the national average
- The academy offers a wealth of extra-curricular activities; from sport to music, the performing arts and visual arts, as well as a number of annual successful educational visits across all key stages.
- Prospective students and parents/carers are invited to attend the annual academy Open Evening; and a number of other showcase events and activities take place throughout the year to enable the academy to share our student's progress and talent.





OSSETT ACADEMY'S

# STRATEGIC PLAN FOR SUCCESS

*'Securing success for our students, our community and our academy'*

## SUCCESSFUL STUDENTS ARE:

- Caring, courageous and courteous
- Resilient
- Engaged
- Independent
- Aspirational
- Responsible
- Believers in their own abilities and potential.

## SUCCESSFUL STAFF ARE:

- Setters of the highest standards
- Consistent appliers of the highest standards
- Inclusive
- Collaborative
- Experts in their own areas
- Empowered learners
- Resilient

## SUCCESSFUL LEADERS ARE:

- Aspirational
- Inspirational
- Positive
- Principled
- Purposeful
- Relentlessly in pursuit of success for all
- Challengers
- Supporters
- Resilient

# Strategic Plan Ossett Academy

2018/19

KEY PRIORITY 1:	KEY PRIORITY 2:	KEY PRIORITY 3:	KEY PRIORITY 4:	KEY PRIORITY 5:	KEY PRIORITY 6:
<p><i>'Leading Success'</i></p> <p>Leadership at all levels demonstrates a relentless focus on securing the best possible outcomes for young people across the Trust.</p> <p>Focusing upon...</p> <p>Further developing the expectations of academy leaders through improved line management procedures to ensure clear lines of support and accountability are in place at all levels.</p> <p>Increasing the visibility of all leaders in the academy around lessons and learning with a particular focus on SLT presence.</p> <p>Ensuring all leaders are instrumental in improving and developing their curriculum so it best supports progress.</p> <p>Ensuring that all leaders are instrumental in improving and developing pedagogy and practice within their curriculum teams so all teaching is effective.</p> <p>Ensuring that all leaders and aspiring leaders across the academy access a personalised CPD programme that will support their development needs.</p>	<p><i>'Securing Success'</i></p> <p>Teaching, learning and assessment are all highly developed across all subjects leading to at least good progress for all young people across all key stages.</p> <p>Focusing upon...</p> <p>Ensuring that the 5 key priorities for teaching and learning are further developed and embedded into every day classroom practice.</p> <p>Creating engaging learning spaces to support and enhance learning.</p> <p>Ensuring that all teachers are supported to understand how to implement interventions at wave 1 and 2 to reduce the need for interventions at wave 3.</p> <p>Establishing a culture where apathy and low levels of effort in lessons are consistently challenged by teachers.</p>	<p><i>'Developing Success'</i></p> <p>All colleagues are supported to develop their teaching pedagogy and leadership practice through continuous and collaborative high quality professional development and partnerships.</p> <p>Focusing upon...</p> <p>Ensuring that CPD provides all teachers and leaders with a personalised programme of development that best supports their needs and career stage.</p> <p>Ensuring that the five key areas of securing success are fully embedded into all classroom practice with all non-negotiables evident in every classroom, every day.</p> <p>Ensuring that where teaching is not yet meeting academy expectations teachers have access to appropriate targeted and timely support.</p>	<p><i>'Standards for Success'</i></p> <p>All young people and staff maintain the highest possible expectations and standards across all aspects of academy life.</p> <p>Focusing upon... Ensuring consistently high standards of behaviour in lessons and around the academy, in line with the academy's standards for success agenda.</p> <p>Raising attendance levels of a minority of students with a particular focus on key groups and year groups with historic attendance that is below academy and national expectation.</p> <p>Reducing the number of students who are persistently absent through a bespoke programme of support.</p> <p>Reducing further, the number of students who receive a fixed term exclusion/permanent exclusion with a particular focus on key groups of students.</p> <p>Ensuring the academy's programme of positive recognition continues to recognise all students who go 'above and beyond' in academy life but does not act to diminish the motivation of students.</p>	<p><i>'Supporting Success'</i></p> <p>All young people are supported to succeed through a curriculum that is rich with targeted academic and pastoral support along with a wide range of extra-curricular opportunities. Focusing upon...</p> <p>Highly effective pastoral and academic interventions that are personalised and support differing student needs.</p> <p>Further developing opportunities for the academy to engage parents positively.</p> <p>Supporting students to develop spiritually, morally, socially and culturally through effective all round learning experiences.</p> <p>Encouraging and effectively monitoring students' participation in a range of enrichment and extra-curricular opportunities with a particular focus on student with SEND and those who are disadvantaged.</p> <p>Developing an academy wide response to bullying that is a student led, student centred approach.</p> <p>To develop further student leaders and ambassadors to enable students to have a stronger voice in shaping provision at the academy.</p>	<p><i>'Achieving Success'</i></p> <p>All young people across all key stages secure at least good outcomes in relation to starting points.</p> <p>Focusing upon...</p> <p>A continued rise in outcomes for key groups of students including disadvantaged, boys and SEND students without EHCP.</p> <p>Continuing to minimise the variability in outcomes and progress across different subjects.</p> <p>Improving outcomes and progress in English at GCSE to ensure that both are in line with those achieved in Mathematics.</p> <p>Continuing to enhance the provision at post 16 resulting in improved outcomes and progress for students ensuring that variability across subjects is minimised.</p>



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*“Year 6 students, soon to be  
Ossett year 7 students, should  
look forward to coming up  
and immediately feeling part  
of the Ossett family.”*

LYDIA JACKSON  
STUDENT





# ACADEMIC EXCELLENCE

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Ossett Academy is a dynamic community that promotes enjoyment in learning and extensive opportunities for young people in a warm and friendly environment. Our students consistently achieve strong results at both GCSE and A Level. When compared with other schools, we are consistently performing amongst the highest in the country on a number of measures, a fact that we are incredibly proud of. This academic excellence does not happen by accident; it is as a result of the highest expectations of all our students and staff. We work in partnership with students and parents/carers to ensure the very best academic achievements for all our students. We encourage students to have a love for learning. We believe we provide students with the right skills, aptitudes and an appetite for learning that will last for a lifetime.

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*“A real strength here  
is the breadth of  
opportunities and  
experiences that we  
offer to students.”*

MICHAELA SILL  
ASSISTANT PRINCIPAL



# ACADEMIC RESULTS

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Our students begin studying Key Stage 4 (KS4) from Year 9. The curriculum at Key Stage 4 aims to maximise opportunities for success and personalisation. There are a number of routes or Pathways possible and these offer a range of accredited qualifications at Entry Level, GCSE and BTEC.

Our students also have the opportunity to progress onto the Accord Sixth Form; a dedicated sixth form building on site at the Academy. The sixth form offers a range of A Levels and BTECs with dedicated staff and practitioners to support our students to achieve the best that they can be.



GCSE Headline Measures	2016/2017	2017/2018	A Level	2017	2018
4+ in English and Maths	77%	75%	A* - E A level & equivalent	100%	99.2%
5+ in English and Maths	60%	57%	A* - B A level & equivalent	44.72%	40.6%
English Baccalaureate	21.21%	30%	Average Academic A Level Grade	C	C+
Attainment 8	51.59		Average Vocational Grade	Dist*	Dist*

# ADVERT

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## **Inclusion Learning Mentor**

**Scale 4, £14,691 - £16,116 (actual salary)**

**32.5 hours per week, term time only + 5 Inset Days**

**Start Date To Be Negotiated**

Are you looking for an exciting challenge in a new environment? An excellent opportunity has become available for an innovative, enthusiastic Inclusion Learning Mentor at Ossett Academy & Sixth Form College.

We are seeking to appoint to the role of Inclusion Learning Mentor to support the curriculum provision and learning support for targeted students at risk of underachievement and to support individuals with enhanced needs. Successful candidates will work with students and other colleagues to reduce lost learning time for key groups of learners and engage them positively in education.

In this varied role applicants will be required to demonstrate flexibility, have some experience of working with children and young people and the ability to communicate effectively with colleagues and students alike.

If you would like further information regarding the role or to arrange a visit to the academy please contact HR on 01924 232820.

The application form is available at [www.ossettacademy.co.uk](http://www.ossettacademy.co.uk)

Please return your application form to the HR Department at Ossett Academy & Sixth Form College either by post or email to [hr@ossettacademy.co.uk](mailto:hr@ossettacademy.co.uk)

Closing date for applications is **Thursday 27 June 2019 at 12 noon.**

Interviews are expected to take place **week commencing 01 July 2019.**

At Ossett Academy and Sixth Form, we strive to create an environment where students enjoy learning and are given the opportunity to stretch themselves both academically and also through a wide range of other extra-curricular activities. Our success is founded on traditional values set in a warm, friendly environment.

**Ossett Academy and Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an Enhanced DBS check.**



# J O B   D E S C R I P T I O N

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**POST TITLE:** INCLUSION LEARNING MENTOR

**GRADE:**        Scale 4, Term Time Only + 5 INSET Days  
32.5 hours per week

**REPORTING TO:**        SLT/OPERATIONAL INCLUSION  
MANAGER

**LOCATION:**                OSSETT ACADEMY & SIXTH FORM

**Overall Purpose of the Post:**

To support the curriculum provision and learning support for targeted students at risk of significant underachievement and to support individuals with enhanced needs. To work in the following key areas:-

- Planning to meet school and Social Inclusion targets, including the reduction in exclusions for key cohorts of students
- Learning and Curriculum support
- Liaison with other agencies
- Positive strategies for intervention

To uphold and promote the school's child protection and safeguarding policies and procedures and ensure all staff adhere to them.

To promote the safety and wellbeing of students.

## Knowledge, skills and experience requirements for the post

### KNOWLEDGE + SKILLS

#### ESSENTIAL

Experience of working with young people

Proven communication & inter-personal skills

Experience in an Educational Environment

The ability to relate to students and parents in a sensitive manner

To have the ability to establish good working relationships with colleagues and agencies

To be firm consistent and understanding of the needs of students.

To demonstrate a flexible attitude to team working

To be efficient and well organised

To have the ability to remain calm under pressure

To have the ability to operate effectively within different groups and with people at all levels

To be willing to develop their own skills

To have undertaken training in this field

Able to work with minimum supervision and on own initiative

Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety

Knowledge of child protection procedures

English and Maths to GCSE level or equivalent

Experience of providing support for students especially those with behavioural, emotional and special educational needs, ensuring their safety and access to learning activities

Excellent Behaviour Management skills

#### DESIRABLE

Knowledge of SEN

Knowledge of alternative curriculum courses e.g. COPE

Ability to use common ICT applications (Word, Excel and Outlook)

TLA Recognition

### QUALIFICATIONS

### EXPERIENCE

## **Responsibilities and Accountabilities**

*(What the job is expected to achieve)*

- To provide a positive and engaging environment for students to work. This includes creating and maintaining an engaging learning environment for students.
- To support with the delivery of an alternative curriculum with key cohorts of students.
- Supervise and provide support for students and groups of students during lesson time, lunchtime and after school.
- Work with staff to devise appropriate individual targets for students presenting challenging behaviour
- To support the role of SLT and/or the Operational Inclusion Manager
- To work with students and other colleagues to reduce lost learning time for key groups of learners and engage them positively in education
- Be directed by SLT and/or the Operational Inclusion Manager to deliver a range of school improvement and intervention services, which lead to measurable outcomes for vulnerable students.
- To establish and maintain solid attendance patterns by working with individual students and their families
- To support and work with specific student(s) specified by SLT and/or the Operational Inclusion Manager

## **Partnerships**

- Work closely with main stream staff to ensure support for the student on return to normal lessons
- Assist with the preparation of a re-integration plan and its implementation
- Undertake appropriate training relevant to the position

## **Data and Records**

- To maintain appropriate records for individual students
- To maintain appropriate records for designated cohorts of students
- To attend meetings regarding designated cohorts of students, including Annual Reviews, PSP and attendance

## **Other Responsibilities**

- To undertake tasks of a similar nature as directed by a line manager, SLT member or Principal
- To maintain confidentiality in all dealings with staff and students, safeguarding personal data where appropriate and preventing disclosure of confidential or sensitive information



## Responsibility for Resources

To prepare, maintain and use equipment / resources required for relevant learning activities for designated cohorts of students

### People

No line management responsibility

### Finance

No direct responsibility for budgets

### Physical Resources

Limited responsibility for furniture, equipment and materials used to support the provision of an effective service

**Characteristics of the post:** (e.g. non standard working arrangements and/or conditions, physical requirements such as lifting, mobility etc.)

No special requirements

### **For employees who work full time hours over 5 days per week**

At the start of the academic year, all staff receive notification of INSET dates.

You are required to attend all of these sessions and the replacement Twilight Sessions that are set in lieu of INSET days.

### Employment checks required of this post:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications – see page 2 of this specification
- Two satisfactory references
- An Enhanced DBS Disclosure
- Confirmation of medical fitness for employment



# APPLICATION PROCESS

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Further details about the Academy can be found on our website via the link below:

**[www.ossettacademy.co.uk](http://www.ossettacademy.co.uk)**

Application forms can be found on the recruitment tab.

For further details regarding our vacancy or if you would like to arrange to look round the Academy please contact us on 01924 232820.

A letter will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within four weeks of the closing date please assume your application has been unsuccessful.



# OSSETT ACADEMY

CREATING OPPORTUNITIES. ACHIEVING EXCELLENCE.

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