

Alternative Provision and Family Link Worker Recruitment Information Pack

Dear Applicant,

Thank you for your interest in the Alternative Provision and Family Link Worker position at The Henry Box School. We are looking to appoint a highly skilled individual to join our Intervention Team to support students with Special Education and Additional Needs in their learning. Applicants should have experience of working with children in a learning environment to join our enthusiastic and dedicated team. Excellent literacy, numeracy and ICT skills are required.

The Henry Box School is a successful, thriving mixed comprehensive school of over 1200 students situated on Church Green in the historic market town of Witney. The school was founded in 1660 by local man Henry Box and the beautiful original school building is still in daily use in the centre of our attractive site. We are proud of our history and tradition and very excited about our future. The school was inspected by Ofsted in June 2013 and was judged as 'good' in every category. The GCSE examination results in 2017 were excellent, with 'A' Level results above the national average.

High academic standards and fulfilment of potential are at the heart of our school aims. In addition to the strong academic progress students make, there is a large focus on personal and social development, with a very effective pastoral system in place. We introduced a House system which is successful in creating further opportunities for student involvement, competition and leadership. There is a wide ranging enrichment programme which all students are encouraged to participate in, including clubs and teams, trips abroad and a very popular Duke of Edinburgh Award scheme.

At Henry Box, we are fortunate to have fantastic staff, both teaching and support, experienced and supportive governors, and students who have positive attitudes and are keen to learn. Students and staff enjoy positive and mutually respectful relationships, and above all we are a very happy school. Continuing Professional Development is central to our work and we offer opportunities and support for all staff to develop their skills, from our excellent NQT programme through to our Aspiring Senior Leader programme run in partnership with other local secondary schools.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references and other relevant pre-employment checks.

Further information about the post is given below.

Yours sincerely



W J Hemmingsley

Headteacher

Interventions Team Information

At The Henry Box School we are committed to helping every student, irrespective of background, to access a high quality education which meets their prior attainment, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some students may require more support than others and we aim to plan accordingly. The Interventions Team is committed to supporting the academic progress and the social and emotional development of those students with additional needs. The team works in a range of contexts, including one-to-one intervention, small group work and in-class support, as well as working with external agencies and providing professional development for teaching and non-teaching staff.

The Interventions Team supports students' learning and development in a range of aspects:

- Learning support
- Speech and Language
- Social, Emotional and Mental Health (SEMH)
- Autism and Asperger's
- Alternative curriculum/ provision
- Literacy
- Numeracy
- EAL
- Young Carers
- Physical disability

The Interventions Team currently comprises 15 members of staff in a variety of roles, which include a SEN Teacher, Learning Mentors, the Link team (SEMH), a Literacy Co-ordinator and Literacy Mentors, a School Counsellor, and a School Health Nurse. The team is led by a SENCo and Assistant SENCo, and an Assistant Headteacher with responsibility for the progress of those learners who are vulnerable to underachievement.

The Interventions Team is situated in Trelawney House (a former rectory) in Lower School. The building has a classroom, a meetings room, several offices and a number of spaces for intervention work with students.

Team members have experience, expertise and qualifications in a range of areas, but all share the same commitment to students' well-being and development. Similarly, all team members are committed to their own professional development as well as an ethos of collaboration and support of colleagues' development.

Our priorities this year include:

1. Further developing our SEMH provision
2. Developing alternative curriculum provision and pathways
3. Improving our support of students with EAL and the coordination of provision across the school

Andy Jarrett

Assistant Headteacher: Interventions

(November 2017)

THE HENRY BOX SCHOOL JOB DESCRIPTION:

Grade 8 £23,398 – £25,951 Pro Rata

Post Title: Alternative Provision & Family Link Worker

Purpose: To work with the Interventions Team to manage and work with targeted pupils in years 7-11 for whom aspects of the standard curriculum may not be appropriate. As a Family Link Worker, you will work preventatively with vulnerable and/or disadvantaged families, children and the school to provide early intervention, signposting support and guidance in times of change and stress. Thus enabling improved attendance and behaviour by reducing family and environmental barriers to learning.

Reporting to: ASSISTANT HEADTEACHER INTERVENTION

Liaising with: SLT, SENCO, Faculty Leaders, House Leaders, Student Managers and relevant staff with cross-school responsibilities, relevant support staff

Working Time: 35 hours per week TTO (Part time hours may be considered) **Disclosure Level:** Enhanced

Main Roles

- Supervise the learning of students that are educated by way of an alternative curriculum. This could include pupils that have social, emotional and behavioural issues with a wide range of abilities
- Support teaching staff with pupils at risk of disengaging from their education and help pupils and their families appreciate the relevance of education
- Contribute to the development of the intervention department and alternative curriculum provision
- Support and encourage pupils' learning
- Help pupils participate fully in school life
- Promote independence and improve self-esteem and self-confidence
- Help pupils acquire skills they may use when they leave school
- Liaison/visits to Alternative Provision settings/work experience placements
- Maintaining regular contact between the school and home as appropriate establishing constructive links with families/carers, exchanging information, keeping parents informed and facilitating support for their child
- To encourage communication between the school and family, and to ensure good communication with and between colleagues in the school. Encourage parents to attend meetings in school
- To help parents understand SEND processes/other SEN issues
- To help families/children access other services, grants and information, working closely with other agencies ensuring that follow-up work is done and all concerned are well informed
- To help improve family relationships and be available for families, especially in crisis situations, and short term assistance, working closely with the school's safeguarding Lead and Social Workers
- To carry out home visits to support families/children, providing outreach support to families in line with the school priorities and needs that the school have identified
- Promote healthy living and supporting liaison with medical professionals where required
- Ensuring that record keeping in relation to individual casework and team activities is maintained to the required standard

Responsibilities

- Liaise with colleagues and families to accurately assess pupils' intervention needs
- Research, plan, deliver and manage courses and learning activities designed to meet individual and/or group strengths and needs
- Register and train where appropriate as Lead Verifier of courses such as BTEC Work Skills

- Liaise with external agencies, e.g. Witney, Abingdon & Witney College
- Monitor attendance, behaviour, learning and progress of students receiving alternative provision and set targets for improvement on a daily/weekly basis
- Establish and develop links with local community, e.g. with local employers
- Communicate and work with parents, carers to offer support and guidance as appropriate
- Mentor pupils
- Complete student progress reviews
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person
- Maintain the highest personal standards through participating in continuing professional development including adhering to the principle of performance management
- To adhere to the ethos of the School and the Trust
 - To promote the agreed vision and aims of the School and the Trust
 - To set an example of personal integrity and professionalism
 - Attendance at appropriate staff meetings and parents' evenings
- Any other duties as commensurate within the grade in order to ensure that the smooth running of the school

Person Specification

	Essential	Desirable
Qualifications/Training		
<ul style="list-style-type: none"> • Degree Level Education or Equivalent 	X	
<ul style="list-style-type: none"> • Qualifications or evidence of training in relation to supporting students with SEND, vulnerable or disadvantaged learners or students at risk of disengaging with education. 	X	
Experience		
<ul style="list-style-type: none"> • Experience working with students of secondary school age 	X	
<ul style="list-style-type: none"> • Experience of working with people from disadvantaged communities and with a wide range of abilities and needs 	X	
Knowledge/Skills		
<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice such as equality, diversity, anti-discrimination and awareness of relevant legislation 	X	
<ul style="list-style-type: none"> • Understanding of principles of child development and learning processes 		X
<ul style="list-style-type: none"> • Ability to self-evaluate learning needs and actively seek learning opportunities 		X
<ul style="list-style-type: none"> • Understanding of safeguarding issues and experience of work with social care 	X	
<ul style="list-style-type: none"> • Ability to forge constructive relationships with hard to reach students and families 	X	
<ul style="list-style-type: none"> • Knowledge of relevant national including equality and diversity and anti-discrimination 		X
<ul style="list-style-type: none"> • Excellent communication and interpersonal skills in formal and informal settings 	X	
<ul style="list-style-type: none"> • Excellent organisational and administrative skills 	X	
<ul style="list-style-type: none"> • Ability to maintain confidentiality 	X	
<ul style="list-style-type: none"> • The ability to work part as a team 	X	
<ul style="list-style-type: none"> • A creative, 'can-do' approach to developing resources and opportunities 	X	
<ul style="list-style-type: none"> • A willingness to show initiative 	X	

W J Hemmingsley
Headteacher
November 2017

The Application Process

We are seeking to appoint the best possible candidate and our recruitment process will reflect our desire to undertake all possible measures to achieve this.

Applicants should download the support staff application form using the following link:

<http://millacademy.co.uk/vacancies/> or <http://www.henrybox.oxon.sch.uk/content/vacancies-1>

In addition to the completed application form please submit a letter of application that is no more than two sides of A4.

Suitable and interested applicants are encouraged to make contact with HR Manager, Jeanette Ashton, for an informal discussion. Visits to the Academy prior to interview are also warmly welcomed.

The closing date for applications is 23rd November 2017 at 8am. All applications will be acknowledged upon receipt.

Shortlisting will take place shortly after the closing date and candidates will be notified further only if they are successful in being shortlisted. Interviews will take place the week commencing 27th November 2017.