

Parklands High
School

Behaviour & Inclusion Co-ordinator

Application Pack

Learn, Respect,
Aspire, Achieve.



"Pupils' welfare continues to be at the heart of the school's work"
(Ofsted July 2018)

Dear candidate,

May I take this opportunity to introduce you to Parklands High School, an over-subscribed, successful, supportive and high achieving academy with 1092 pupils on roll. The school plays an active role in teacher training and in collaborating with other schools. It is also one of only 8 schools in the country to have been awarded the SSAT Leading Edge Framework For Exceptional Education in recognition of its innovative work in transforming learning behaviours.

At Parklands we aim to deliver an outstanding and exceptional educational experience to our student community. We are proud of our reputation as a forward thinking school which invests in the latest teaching and learning technologies and resources. Combined with an extensive network of pastoral support, we foster leadership skills and develop the attributes, personal qualities and social skills that will be essential to our students as they become adults in an ever changing world. Indeed, in 2018, Ofsted commented that *'Pupils are positive about their school. They enjoy lessons and extra activities and feel safe. They like their teachers, who they feel challenge them to achieve well. Pupils usually behave thoughtfully in school and the respect that they have for people's differences is strong.'* (Ofsted July 2018) The core values of Learn, Respect, Aspire and Achieve underpin the Parklands' ethos and we believe that everyone, both students and staff, should strive to be the best that they can be. No matter what changes are ahead in terms of national policy, we maintain focus on offering a curriculum that stretches and challenges our students, preparing them for future careers and adult working life.

Parklands High School was graded **'Good'** at its last inspection in 2018. *'Pupils make good progress. Teachers' enthusiasm for their subjects engages pupils. Pupils' attitudes to learning are typically good.'* (Ofsted July 2018). The best schools are underpinned by strong foundations of basic discipline and respect and we have high expectations.

The Achievement Team incorporates all the departments who support achievement including: SEN; Pupil Premium; Safeguarding and Intervention; Attendance; Inclusion and five House Achievement Leaders, headed up by the House Standards, Support and Welfare Manager. Our central purpose is to support all students in reaching their full potential and at the heart of this lies strong and comprehensive pastoral care. *"Pupils' welfare continues to be at the heart of the school's work"* (Ofsted July 2018). The Achievement Team pride themselves on meeting the social and emotional needs of all our students. Indeed, Ofsted recognised that we, *"are passionate about equality of opportunity and it was this that led you to develop 'The Linc'".* (Ofsted July 2018)

We opened The LINC in December 2017. It is Parklands' inclusion unit, which extends the support of the Achievement Team and broadens the provision offered for some of our most vulnerable and challenging students. While this provision is only required for a very small percentage of students, they are significant individuals who might otherwise be at risk of exclusion or direction to Pupil Referral Units. A personalised programme of mentoring and support, combined with quality education from our teaching staff, enables students to make progress. Social and emotional skills are developed, alongside academic attainment, in a safe, secure and nurturing learning environment. This holistic approach helps to develop our students into happy, successful, responsible and caring individuals. The ultimate aim is to reintegrate LINC students into the mainstream school setting.

Please take time to look at our website, www.parklandsacademy.co.uk and this application summary. They can only give you a glimpse into life at our school, but I hope it will inspire you to apply for this excellent career opportunity in a school community where you can make a significant impact and where we will welcome you warmly and support you professionally.

Yours faithfully,



Mr Steve Mitchell
Headteacher

The Post

Grade	6, (NJC scale points 21 – 26)
Salary	£20541 - £23,866 (pro rata £17289.85 - £20088.58)
Contract type and term	Full time, 37 hours per week. Permanent- subject to 6 month probationary period.
Start date	As soon as possible

We are seeking to appoint an enthusiastic, adaptable and experienced practitioner who will complement the work of the Achievement Team, providing quality support and guidance for our students and families.

The Application Process

Closing date	Monday 14 th January 2019, 12.00 noon
Proposed interview date	Week commencing Monday 14 th January 2019

The application form can be downloaded from the website www.parklandsacademy.co.uk. Please complete this and return it to the school. In addition, please submit an accompanying statement to outline how your experiences demonstrate that you meet the person specification. Please include here details of your experience and your suitability for the post. Maximum 2 sides of A4, size 12 Arial font.

Please return applications by email, marked 'Behaviour & Inclusion Co-ordinator' to admin@parklandsacademy.co.uk.

For an informal discussion, please contact Mrs G Aspinall, Deputy Headteacher, either by telephone or email to gaspinall@parklandsacademy.co.uk

Parklands High School is committed to safeguarding and the process of safer recruitment. As a result, this post is subject to an enhanced Disclosure and Barring Service check, and all shortlisted candidates will be expected to prove their identity at interview. The successful candidate will be expected to show original copies of qualifications and further proof of their identity.

Parklands High School



Behaviour & Inclusion Co-ordinator

Job Description & Person Specification

Learn, Respect,
Aspire, Achieve.



*"Skilful teaching is enabling pupils to make particularly good progress... Pupils are challenged and are engaged by the activities ...in the school's new curriculum."
(Ofsted July 2018)*

Job Title	Behaviour and Inclusion Co-ordinator
Department/Area	Achievement Team
Responsible to	Headteacher, Deputy Headteacher

Working Time	
<ul style="list-style-type: none"> Monday to Friday, 8.30am – 4.30pm. Some flexibility in working hours, which may include hours outside of the school day, would be desirable. 190 days (term time only) Any other session as directed by the Headteacher 	
Safeguarding	To report all information and concerns to the Designated Senior Leader. This should be completed promptly, factually, and in line with the school's confidentiality requirements.
Health and Safety	To comply with the school's Health and Safety Policy and report all information and concerns to the designated representative. This should be completed promptly.

Main Duties

- To staff, manage and co-ordinate the work in the LINC.
- To supervise and mentor students with challenging behaviour.
- To liaise with parents, carers, teachers and support staff in order to promote clear lines of communication and maximize the progress of students in the LINC.
- To provide personalised support and advice to disadvantaged pupils and families through targeted, early intervention.
- To assist and support the wider provision of the Achievement Team at times when there are no students in the LINC.
- To work alongside colleagues; including teaching staff, the Achievement Team and families in order to fully support children with Pupil Premium provision to reach their full potential and close the gap between disadvantaged children and that of their peers.
- To use data to target pupils in need of support, review regularly, analyse and report on impact.

Main Activities:

In addition to the following duties the post holder may be required to undertake any of the duties associated with a lower graded post.

Support for Pupils

1. To effectively engage and support vulnerable, hard to reach families and those identified through the continuum of need as requiring additional support; through CAF / TAF/ CIN & Child Protection.
2. To be fully involved in the planning and development, of independent social and interpersonal skills and to undertake activities, including mentoring and counselling to support the personal, social and emotional needs of pupil(s).
3. To plan and implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children throughout different curriculum areas, but with particular focus on the core subjects of Maths, English and Science.
4. To assist in the devising of pupil's individual targets and their monitoring and review.
5. To develop positive relationships with pupils and staff to assist pupil progress and attainment.
6. To assess the needs of pupils and to differentiate curriculum content to support pupils' learning.
7. Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning
8. Identify the needs and assess those pupils requiring extra support and support the development of targeted pupils
9. Work in a one-to-one relationship with targeted pupils to implement an action plan
10. Work with parents / carers to help address poor performance/attendance/behaviour.
11. Undertake home visits to keep parents/carers informed and secure positive family support
12. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them
13. Support the development of partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning
14. Maintain accurate pupil records and prepare written reports and evaluations.
15. To support pupils as part of a planned inclusion programme, including supervision in the school's inclusion unit, isolation and intervention room.
16. To monitor and evaluate pupil responses to learning activities.
17. To monitor and record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and achievement.
18. To liaise with teaching staff and the Achievement Team to provide particular support to targeted pupils to raise achievement and attendance and help them to overcome barriers to learning including nurture groups.
19. To assist in the specific medical/care needs of pupils when specific training has been undertaken.

Support for the School

1. To organise and manage a purposeful, orderly and supportive environment for learning.
2. To support the promotion of positive relationships with parents and outside agencies.
3. To contribute/lead meetings, on an individual basis, with parents to provide feedback on pupil progress/achievement.
4. To utilise own strengths and areas of specialist expertise to advise and support other school staff in specialist areas.
5. To support the provision of out of school learning activities within guidelines established by the school.
6. To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
7. To work within school policies and procedures.
8. To attend staff training as appropriate.
9. To take care of own and other people's health and safety.
10. To assist in the identification and delivery of development needs.
11. To ensure effective communication arrangements.
12. To co-ordinate the utilisation of volunteer helpers.
13. To be aware of the confidential nature of issues related to home/pupil/teacher/school work.

Support for the Curriculum

1. To deliver learning activities including literacy and numeracy programmes, to pupils within an agreed system of supervision, adjusting activities in accordance with pupil needs.
2. To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
3. To support the use of ICT in learning activities.

Associated Duties

- Undertake any reasonable duty deemed necessary by the line manager.
- Be flexible with working hours to suit the needs of the school, for example on Open Evenings.

Note: In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.

Person Specification Form

Post Title – Behaviour and Inclusion Co-ordinator / Teaching Assistant Level 3

Personal Attributes required(on the basis of the job description)	Essential (E) or Desirable (D)	See Key *
Qualifications		
Recognised and relevant NVQ Level 3 qualification or equivalent.	E	AF/C
Minimum of 5 GCSEs, grade C or above, or Level 2 equivalent qualifications including English/Literacy and Mathematics/Numeracy.	E	AF/C
Social care/work qualification	D	AF/C
Counselling qualification	D	AF/C
Experience		
Experience of working with children	E	AF/I/R
Experience of working in a classroom environment	D	AF/I/R
Experience of Administrative work	D	AF/I/R
Experience of supporting pupils with challenging behaviour	E	AF/I/R
Knowledge/skills/abilities		
Ability to relate well to children	E	AF/R/T
Ability to work as part of a team	E	AF/I/R
Good communication skills	E	AF/I/R
Ability to relate well to parents/carers	E	AF/I/R
Ability to supervise and assist pupils	E	AF/I/R
Time management skills	E	AF/I/R
Organisational skills	E	AF/I/R
Knowledge of classroom roles and responsibilities	E	AF/I/R
Knowledge of the concept of confidentiality	E	AF/I/R
Administrative skills	D	AF/I/R
Knowledge of Foundation Stage/National curriculum	E	AF/I/R
Knowledge of numeracy and literacy strategies	E	AF/I/R
Ability to make effective use of ICT	E	AF/I/R
Ability to assess children's development	E	AF/I/R
Ability to plan and deliver work programmes	E	AF/I/R
Ability to organise, lead and motivate a team	E	AF/I/R
Flexible attitude to work	E	AF/I/R
Other		
Commitment to undertake in –service development	E	AF/I
Commitment to safeguarding and protecting the welfare of children and young people	E	AF/I

Note: We will always consider your references before confirming a job offer in writing.

***Key: A = Application Form, C = Certificate, I = Interview, R = Reference, T = Test**