

**Application Pack & Job Description**

**Pupil Premium & SEND Administrator**





**Brookvale Groby Learning Campus**

**Welcome from the Headteacher**

Dear Prospective Applicant,

Thank you for expressing an interest in the role of Pupil Premium and SEND Administrator at Brookvale Groby Learning Campus. This is an exciting time to join our campus and we look forward to working with a new member of staff who will share our ambitious vision, “Valuing Everyone, Achieving Excellence”.

The campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to a single academy trust from September 2019.  Our founding schools were Brookvale High School, an ‘outstanding’ 11-14 high school, and Groby Community College, a 14-19 upper school graded as ‘good with outstanding features’.  Now, as a united campus, we meet the educational needs of over 1500 students, with over 300 of those enrolled in our Post 16 provisions.

We have a strong ethos of valuing everyone and achieving excellence for all.  We set very high standards for our students and ourselves, we work hard, we look after each other, and we are committed to professional learning for all staff. As a consequence the motto we use on a daily basis with our young people is to work hard, be kind, which we feel symbolises the culture we aim to create on campus.

We have a spacious semi-rural campus location and most of our students live in the surrounding villages, with some travelling from Leicester and its western suburbs.

We hope the documents provided help you to gain a feel for the school and if you would like to visit us as well, we would be delighted to show you round. Please contact Tracey Malsbury on 0116 2879921 or [tmalsbury@brookvalegroby.com](mailto:tmalsbury@brookvalegroby.com) to make an appointment.

All of the documents to support this application process are available on the website, [www.brookvalegroby.com](http://www.brookvalegroby.com).

I would like to thank you again for your interest in the post and I look forward to receiving your application.

Yours sincerely



Mandy Bearne

Acting Headteacher

**Visions, Values and Ethos**

The shared vision and values of the Trust underpins all that we do, including the governance arrangements for the Trust.

**Our Vision**

*Valuing Everyone, Achieving Excellence*

**Our Motto**

*Work Hard, Be Kind*

**Our goals**

The goals of our trust:

* **Outstanding levels of progress and achievement for all**
* **Outstanding levels of wellbeing for all**
* **Outstanding preparation for adult and working life**
* **Outstanding family and community engagement**
* **Outstanding levels of professional learning for all**

**Testimonials**

**Extract taken from email correspondence, following a tour of the school by a prospective parent**

**(April 2016):**

*‘I would just like to say thank you for the time spent with me today on my tour of the campus, and state how impressed I was with the school. There seems to be a very calm, relaxed and organised approach to how the school operates, and I believe that obviously shows in the way your students behave’.*

**Written comments from parents following Year 9 Progress Evening (2017):**

*‘My child always talks positively about school to other children the same age, which I think is a good indicator that he is enjoying school’*

*‘Welcoming, approachable, friendly and knowledgeable staff’.*

**Written comments from parents following Year 11 Progress Evening (2017):**

*‘The teachers have pride in their teaching and in the pupils’ progress. They really care and are prepared to go the extra mile to support the students’.*

*‘My son seems to have progressed so well in most subjects. I feel this is due to good relationships he has been able to form with teachers and the standard of the lessons’.*

**Written comment from parent at the end of KS5 (2016):**

*‘This is my final parents evening after my youngest daughter is coming to the end of her years at GCE. Thank you for very happy years for my three daughters and for their excellent education!’*

**Thank you from parent of ex-student taking up a place at Cambridge University (2013):**

*‘To all the staff at Brookvale Groby Learning Campus.*

*My son has just started at Cambridge University studying Engineering.  It was his ambition to go there and this summer, he achieved the grades he needed.  We want to acknowledge the great teaching and support he received during his time with you.  He progressed well academically, but also grew so much in maturity and confidence. With thanks to you all for your hard work and dedication.’*

**Extract of letter from staff member:**

‘*I have thoroughly enjoyed my time on campus.  It has been a real pleasure working with staff who are always friendly, extremely supportive and willing to share ideas and knowledge.  I have really appreciated having a senior leadership team which is so warm towards its staff and open to their comments and new ideas.*

*The children I have taught have made me smile, laugh and cry!  I will miss my relationship with them and that buzz you get from seeing them progress.  It does, however, give me great satisfaction to think that I have put into place schemes of work for pupils and created learning opportunities for them which should continue even after I have left.*

*I am sad to leave a post which I still love.  Once more, thank you for all of your support and kindness.’*

**Comments from staff member leaving for promotion (June 2017):**

*It has been an honour to work at Groby and alongside such an amazing staff body. I have been supported at every turn and feel proud to have been a part of the change for the better that has taken place over the years. I wish the campus, staff and students continued success and recognition for their dedication.*

**How to apply**

Complete application should be returned to [tmalsbury@brookvalegroby.com](mailto:tmalsbury@brookvalegroby.com)

Or by post to:

**F.A.O. Tracey Malsbury**

**Brookvale Groby Learning Campus**

**Ratby Road**

**Groby**

**Leicester**

**LE6 0FP**

An email will be sent to shortlisted candidates with details of the interview process.

**Queries**

If you have any queries on any aspect of the application or need additional information please contact Tracey Malsbury, PA to Headteacher/SLT on the above email address.

Thank you.

**Pupil Premium & SEND Administrator**

**Grade 7 - £19,947 to £21,168 pro rata**

**32.5 hours per week – term time**

We are looking for a Pupil Premium & SEND Administrator to work with the SEND and Pupil Premium team. The role will support the service given by teaching and pastoral staff in addressing the needs of our students who need help to overcome barriers to learning, both inside and outside the campus, in order to achieve their full potential.

Whilst previous experience would be an advantage, the successful candidate will be expected to build strong links with the parents/carers who may find working with the campus more difficult.

The successful candidate will work 32.5 hours per week, 8.30am to 3.30pm Monday to Friday

with ½ hour lunch break each day.

Full details can be found on our website – www.brookvalegroby.com

For further details, or if you would like to visit us, then please email Tracey Malsbury - [tmalsbury@brookvalegroby.com](mailto:tmalsbury@brookvalegroby.com)

**Closing Date: Monday 21st October 2019**

**Interviews will be held within 2 weeks of the closing date**

*The Brookvale Groby Learning Campus is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Applicants must be willing to undergo appropriate child protection screening, including checks with past employers and the Disclosure and Barring Service.*

**JOB DESCRIPTION**

**GRADE:** 7

**HOURS:** 32.5 hours per week – term time

**RESPONSIBLE TO:** Assistant Headteacher – Personalised Progress and Faculty Leader – SEND

Day to day line management from Assistant SENDCo/Administrator

**JOB PURPOSE: PP** - working with the SEND and PP Teams, provide a complementary service to that given by teachers and the pastoral team in addressing the needs of students in receipt of the Pupil Premium grant who need help to overcome barriers to learning, both inside and outside the campus, in order to achieve their full potential.

**SEND** - assist the Assistant SENDCo in achieving good or outstanding rates of progress for students with SEND and to contribute to the provision of a comprehensive and seamless support service to the Faculty.

**MAIN DUTIES & RESPONSIBILITIES:**

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| --- | --- |
| 1. | In conjunction with the SEND and PP Teams, give support to students in line with the Pupil Premium and SEND strategies and policies. |
| 2. | To work in the classroom with students who are disadvantaged and face barriers to learning. |
| 3. | To liaise with teaching staff, the pastoral team, the Assistant SENDCo and outside agencies in order to identify those who need extra help to overcome barriers to learning inside and outside campus because of disadvantage |
| 4. | Under the leadership of the Assistant Headteacher (Personalised Progress) and Assistant SENDCo, to create, implement and monitor a bespoke intervention plan for disadvantaged students who are underachieving and, in doing so, to work closely with teaching staff, tutors and the pastoral and SEND teams. |
| 5. | To make full use of the ICT resources of the campus in relation to the development of individual, independent learning opportunities. |
| 6. | To support, where necessary*,* extended support/revision clubs for students. |
| 7. | To develop a 1:1 mentoring relationship with students needing particular support aimed at achieving the goals defined in the intervention plan. |
| 8. | To develop and maintain regular contact with families/carers of students in need of extra support in order to keep them informed ofthe students’ needs and progress, and to secure positive family support and involvement. |
| 9. | To attend relevant progress evenings. |
| 10. | To liaise with the Attendance team regarding home visits. |
| 11. | To attend the local Pupil Premium Network meetings. |
| 12. | To assist the Assistant SENDCo in co-ordinating, developing, implementing, monitoring and evaluating the impact of the school’s provision for students with special educational needs and the management of all associated administrative responsibilities including the following:   * Maintain SEND records and data (SIMS, register, toolkits – not exhaustive lists) * To provide admin support for exam arrangements including providing invigilation if required * To support the administration of timetabling of SEND support * To support where required with SEND meetings providing admin support as required * To maintain a resource list * To support the Assistant SENDCO – Admin with all admin matters related to the faculty * To provide emergency in-class support if required |

**SPECIAL FACTORS:**

(a) The nature of the work may involve the postholder carrying out work outside of normal working hours.

(b) This job description sets out the duties and responsibilities of the job at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the job.

**WHOLE CAMPUS RESPONSIBILITIES:**

* Support current policies and recognised good practice within the campus.
* Be aware of the importance of confidentiality and data protection.
* Participate in annual Performance Management review with Line Manager, based on agreed objectives, at least one of which should be linked to the college improvement plan where possible.
* Willingness to be flexible in both approach & use of time.
* All tasks should be undertaken with due regard to Health & Safety Regulations.
* To undertake such other duties which are within the scope of the job purpose, title of the job and its grade.

The Governing Body of Brookvale Groby Learning Campus and Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

October 2019

**PERSON SPECIFICATION**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **How assessed** |
| **Qualifications** BTEC National/NVQ Level 2 or equivalent plus relevant experience.  or  Substantial experience and education to NVQ Level 3 or equivalent. | **✓**  **✓** |  | App/Ref |
| **Experience** Ability to work effectively with, relate to and command the confidence of a wide range of young people with families/carers with different ethnic and social backgrounds. The ability to work effectively, relate to and command the confidence of teaching staff and senior management within the Campus.The ability to work with colleagues to assess and review the learning of young people in the context of family and other relevant circumstances and plan appropriate responses.To work with pastoral heads and parents/carers to create intervention plans | **✓**  **✓** | **✓**  **✓** | Int/App/Ref  Int/App/Ref  Int/App/Ref |
| **Knowledge** Competence in using ICT (Google Drive, Microsoft Office - Word, Excel etc.) for routine purposes | **✓** |  | Int/App/Test |
| **Skills/Attributes**  Ability to analyse data. Evidence of self-motivation and ability to be self-critical to evaluate own performance.Evidence of ability to inspire and motivate both students and colleagues.An empathy towards student wellbeing.Sympathetic attitude to all when under pressure.Has a firm commitment to student centred approaches for effective learning.Ability to work effectively with teachers across the curriculum in planning and implementing intervention plans.Ability to react to problems and situations, making rapid decisions and taking the initiative.Ability to assess and review the learning of individual students in conjunction with appropriate member(s) of teaching staff.Reliability.Evidence of sense of humour and warmth of personality.Evidence of a high level of personal sensitivity and professional skills in dealing with students, parents, colleagues and the community.Able to discipline students firmly and fairly.A good team member.Ability to manage time effectively and independently, to meet deadlines.Willingness to be flexible both in approach and use of time. Ability to drive/full driving licence | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** |  | Int/App/Ref  Int/App/Test  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  Int/App/Ref  App |
| **General Circumstances**  An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations | **✓** |  | App/Int |
| **Factors not already covered**  Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010. | **✓** |  | Med |

*App = Application Form*

*Test = Test*

*Int = Interview*

*Pre = Presentation*

*Med = Medical Questionnaire*

*Doc = Documentary Evidence (E.g., Certificates)*