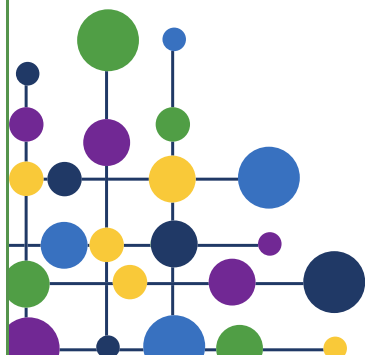


Shelley College
Alternative Curriculum Manager –
Sept 2023



Welcome from the CEO



Dear Applicant,

Thank you for taking an interest in the vacancy here at Shelley College. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post, please do not hesitate to contact us if you need anything further.

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

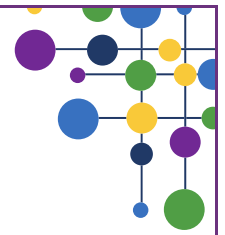
I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

A handwritten signature in black ink that reads "John McNally". The signature is written in a cursive, flowing style.

John McNally
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of four secondary and four primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Whitcliffe Mount School, Cleckheaton, Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. Shelley College is the Teaching School Hub for Kirklees and Calderdale and as such, we can offer our teaching staff a wealth of first class, personal development opportunities as well as providing an excellent induction programme for Early Career Teachers. All staff receive full induction training and ongoing support to ensure they enjoy working for the trust.

More than seven hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

Shelley College is an amazing place to learn and work and our philosophy of 'Valuing People, Supporting Personal Best' sits at the centre of everything we do. Our belief is that people achieve the best outcomes when they enjoy what they're doing, feel safe and are rewarded for their commitment and success. We therefore support and invest in our students and staff, whilst maintaining high expectations. As part of our commitment to invest in all staff, we offer a comprehensive CPD package tailored to the priorities of the college, but more importantly to the personal needs of each member of staff.

We enjoy many advantages at Shelley College. As a partner school in SHARE Multi Academy Trust, a National Support School and National Teaching School, we are at the centre of a network that aims to provide the very best professional and career development opportunities. Whatever your role or whatever your career plans, we can help you achieve them. We define effective leadership as "getting the best out of other people and helping them achieve their best" and that is what your line manager will try to do for you.

As Principal, but also as a parent, I regularly ask myself "would that be good enough for my son or daughter?" If the answer is no then we implement the necessary changes to drive continued improvement. I believe that this philosophy helps keep our students at the centre of what we do and how we do it. Delivering high quality teaching and learning in a safe and orderly environment, along with an inclusive and personalised curriculum allows our students to achieve the best possible outcomes. Students leave Shelley fully equipped with the life skills, experiences and educational outcomes to have a happy and successful future.

Added to that, we possibly have the best rural location of any secondary school in the country, close enough to the cities of Leeds, Manchester and Sheffield for many of our staff to travel from these

areas. Our staff are friendly and supportive of each other and there is a strong sense of a committed team working together.

Our students, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people. The students at Shelley College are a pleasure to work with; they are keen to learn, talented and very well-behaved.

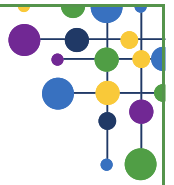
I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,



Dave Wadsworth
Principal





SHARE Multi-Academy Trust

Alternative Curriculum Manager

Role Title	Alternative Curriculum Manager (Bridge Manager)	Reporting to	SENDCo/Associate Vice Principal
Section	Shelley College		
Contract type	Permanent – term time plus 1 week	Grade / Salary	Band F - £24,263 - £26,266 (actual salary)

Part A – Job description

Overall purpose of role	<p>To support the Associate Vice Principal and Inclusion team with responsibility for “The Bridge” to improve the outcomes for specific students identified with additional needs or barriers to learning.</p> <p>To work on a one to one or small group basis to deliver intervention whilst students are accessing education and support in The Bridge.</p> <p>As the Alternative Curriculum Manager (known internally as The Bridge Manager) you will be required to meet the general requirements of this post. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. The post will require you to work in partnership with the Headteacher, Senior Leadership Team, governors and staff to ensure the continuous improvement of the Academy. You will be responsible for specific tasks and the development of whole Academy initiatives, which will be determined in consultation with the Deputy Headteacher.</p>
Safeguarding Requirements	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary</p>

school age) are also required to complete a declaration about family or other members of their household.

Key Outputs

The Bridge teaching support:

1. To undertake duties in accordance with Academy practices and procedures, ensuring the post holder actively upholds and promotes the philosophies of the Academy
2. To work under the guidance of the class teacher to support, plan and monitor students' learning.
3. To ensure that students in The Bridge's progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for students
4. To monitor and embed attendance, sanction and reward systems in The Bridge
5. As appropriate, to assist with the induction and mentoring of new staff within The Bridge
6. To provide appropriate one-to-one support or small group support to students to reinforce the teacher's approach and embed learning
7. To assist where required in the planning of lessons
8. Under the guidance of the teacher, to ensure that equipment or materials are suitable for learning activities for students in The Bridge
9. To support the preparation of materials and teaching aids where appropriate
10. To work with individuals or small groups of students to support them to access relevant resources to support learning
11. To organise, lead on, and participate in, the supervision of educational visits as part of a programme of initiatives designed to support build students in The Bridge's cultural capital
12. To promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for, reflect on, and improve, their behaviour

Bespoke support for students in The Bridge cohort:

13. To develop and lead on a "Bridge curriculum" for identified pupils.
14. To liaise with parents/carers throughout the induction period and subsequent time in The Bridge and be the main point of contact for families
15. To provide support and guidance on a one-to-one or small group basis for students in any aspect of intervention a student may need including behavioural interventions, mental health support or light-touch mentoring
16. To actively encourage the inclusion of all students to participate in the life and activities of the Academy and to ensure that they reach their potential

- 17.To provide individual assistance or assistance within groups through implementing and evaluating a wide range of strategies designed to maximise students' achievements
- 18.To support students who require intervention, using de-escalation techniques
- 19.To deal with personal care and comfort and necessary minor medical treatments of students as appropriate
- 20.To contribute to My Support Plans, EHCP reviews and evaluations of students' progress by providing half termly reports on students' KPIs
- 21.To provide withdrawal from normal working patterns as appropriate in order to provide intervention for appropriate students pertaining to issues related to wellbeing, mental health, behaviour or any other concerns which may arise
- 22.To assist, as appropriate, with students who have medical needs

Curriculum Activities:

- 23.To maintain stock resources, ordering new replacements as agreed with colleagues, to support the work across the team in its delivery service.
- 24.To contribute in the presentation of students' work and maintenance of display areas in The Bridge
- 25.To assist with the preparation and tidying of The Bridge and the upkeep of resources
- 26.To attend and contribute to duty related meetings as required
- 27.To assist in the planning and implementation of structured and agreed learning activities/teaching programmes
- 28.To provide objective and accurate feedback to the teacher on student achievement, progress and other matters within the lesson (ensuring the availability of appropriate evidence when relevant)

Intervention support for mainstream students:

- 29.To liaise with appropriate colleagues in the Pastoral team to identify students vulnerable to exclusion
- 30.To plan, implement and evaluate packages of support for students to improve mental health, wellness, behaviour, attendance, engagement or any other identified barrier to success
- 31.To communicate clearly with all staff through agreed pathways in order to ensure clarity of understanding of students' attendance to sessions
- 32.To ensure that parents/carers are aware of expectations of sessions and communicate about outcomes in a proactive and clear manner
- 33.To lead on supporting LAC and PLAC students across the Academy including attending ePEP meetings on behalf of the Academy

General:

- 34.To deal with any immediate problems or emergencies in accordance with the Academy's policies and procedures

- 35.To attend training sessions, staff meetings and any meetings as required
- 36.Contribute to and uphold the vision and ethos of the Academy
- 37.To recognise own strengths and areas of expertise and use these to advise and support others
- 38.To promote team work within the team, working in partnership to ensure effective working relations
- 39.To treat all users of the Academy with courtesy and consideration
- 40.To be aware and comply with all Academy policies at all times
- 41.To promote and actively support the Academy's responsibilities towards safeguarding.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Work/Business contacts

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

External: External staff, other schools/academies, parents/carers and families and outside agencies

Expertise in Role Required (At selection - Level 1)

Essential or Desirable

- | | |
|--|-----------|
| • Educated to GCSE Grade C or equivalent in Maths and English | Essential |
| • Educated to A level or equivalent standard | Desirable |
| • Experience of working with children of mixed age ranges preferably in a school environment | |
| | Essential |
| • Experience of promoting high standards of attendance | Essential |
| • Experience of dealing with sensitive issues | Essential |
| • Experience of working with students with mental ill health | Essential |
| • DSL trained | Desirable |
| • Understanding of relevant policies/code of practice and awareness of relevant legislation | Essential |

- | | |
|--|-----------|
| • Understanding of child development and learning including Special Educational Needs and appropriate policies and procedures | Essential |
| • Experience of providing support and advice to students and their families | Desirable |
| • Experience of planning, monitoring and evaluating work | Essential |
| • Experience of short, medium and long term planning at an operational level | Essential |
| • Ability to work as a member of a team and/or independently | Essential |
| • Experience of collecting and interrogating data from internal systems in order to shape priorities for students | Essential |
| • Experience of being actively involved with the development and implementation of a range of student support strategies including My Support Plans and behaviour/attendance improvement plans | Essential |
| • Experience of prioritisation of workload as appropriate | Essential |
| | Essential |

Other (Physical, mobility, local conditions)

- | | |
|---|-----------|
| • To be willing to work flexibly within scope of overall hours - early morning visits and occasional evening meetings | Essential |
|---|-----------|

Expertise in Role - After initial development - Level 2

- An understanding of how to effectively coach young adults and their parent/carer(s)
- Knowledge of issues affecting the personal and economic development of young people
- Knowledge of Equal Opportunities issues and legislation
- Good working relationships with service providers who are able to support students and families
- Knowledge of potential local and national influences on students' attendance and progress

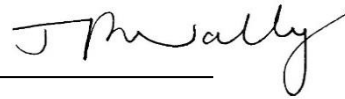
Structure

SENDCo

The Bridge
Manager

Signatures

Approved by : CEO



Approved by : Post Holder/or Representative _____

To apply, follow the link below –

<https://candidates.every.education/Vacancies/Details?advertKey=dd651358-5c59-4585-878f-4f48c87b07ef>

Closing date: Monday 2nd October 2023