

Ofsted
Outstanding
Provider



Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**STUDENT SUPPORT
& TRANSITION
MANAGER**

SEPTEMBER 2021

Ilkley Grammar School

Student Support & Transition Manager (KS4)

Scale Pay Point 12 (Range 12-17)

Pattern of hours will be 37 hours each week

**8.00am to 4.00pm with a 30 minute unpaid lunch each day and an early finish
of 3.30pm one day each week**

Term time only plus 5 days additional days

Thank you for requesting details for the post of Student Support Transition Manager. We are looking for a colleague to join our Key Stage 4 Hub team at this successful, oversubscribed comprehensive Academy.

This role is integral to Student Services across Years 7-11, with the main foci on: supporting staff and students in Key Stage 4 and student transition to Key Stage 5, leading on communication with parents and staff, and working with the Heads of Year and an Assistant and Deputy Head. The successful candidate will have excellent administrative support skills, high expectations and an unwavering commitment to all staff, students and stakeholders. S/he will support with student attendance monitoring, through daily routines including liaison with home; working across all years to support transition for year 9 to 10 and 11 to 12; supporting progress and achievement, working across all year groups and with all Heads of Year as appropriate. The Student Support and Transition Manager will report directly and be responsible to a designated Assistant Head in Key Stage 4, with oversight from the appropriate Heads of Year.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block for with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Specialist Resource Provision (SRP) for students with autism as part of our commitment to inclusive education. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2020 A-level and GCSE results were outstanding: 44% of all A-level entries were at A/A* and 70% at A*-B; at GCSE over 43% of all GCSE entries were achieved at 7+ this year - a 2% rise on last year's IGS results and over 15% above this year's national rate, with a very impressive 27% of all entries achieved at the very top level of grades 9/8 - almost double the national rate and in line with IGS's performance in previous years. As a result, progress of all students is well above average with a score of +.58 in 2019 and, although performance tables will not be published this year, our P8 score based on the 2019 formula is +.74. This is in line with the upward trajectory of improvement we have maintained over a number of years and is also reflected in our most recent 2021 Teacher Assessed Grades which are exceptional.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Tuesday 21st September 2021

Interviews will be held later that week or at the start of the w/c 27th September.

If you do not receive an invite to interview by Friday 24th September, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Key responsibilities:

□ Student Progress & Achievement:

- To support the Heads of Year 10 and 11, and the AHT and DHT to ensure all students are well supported to reach or exceed expected outcomes.
- To support the options and choices processes from Year 9 to 10, and 11 to 12 in liaison with other key staff as appropriate in order to ease transition through Key Stages 3 to 4 and 4 to 5.
- Support the curriculum provision and learning support for targeted students at risk of significant underachievement, behavioural difficulties, disaffection and/or poor attendance which places them at risk of exclusion from school
- Support student tracking re: achievement, Personal Best, Personal Best Time accreditation and attendance
- Work with individuals and small groups of students for intervention as appropriate
- Support staff in understanding the learning needs of a diversity of students

□ Student Welfare

- Work with students and their families to overcome such issues as attendance and other barriers to learning and thus raise the level of students' achievement. This will include liaising with families/carers by phone and making home visits where appropriate.
- Have full knowledge and appreciation of a range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students
- Assist with the students' personal, behavioural and social development through appropriate guidance and advice:
 - Support individual students to manage behaviour through anger management, self-esteem and awareness training
 - Mentor students on emotional issues affecting their wellbeing and learning
 - Work with individual or small groups of students to support behaviour management, bullying, or other concerns
 - Run appropriate workshops for identified students to raise awareness and educate in important life issues such as relaxation, fitness and nutrition, smoking and self-esteem
 - Set up activities to improve students' life and social skills
- Link to Social Services and relevant agencies
- Support and assist the Heads of Year as follows:
 - Monitor attendance, working with administration support to ensure all students are accounted for daily, and attend regularly, and provide information for Form Tutors in this respect
 - Liaise with the Heads of Year and Behaviour and Attendance Officer/AHT regarding students who are failing to attend regularly and in consultation with this post-holder, take the appropriate action
 - Plan appropriate intervention strategies with appropriate and key staff
 - Liaise with parents and attend home visits as necessary
- Support the initial investigations into behavioural and other matters by seeing students, taking statements, contacting the police as appropriate
- Act as First Aider following appropriate training

□ Communications

- Maintain regular contact with families/carers of students in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement
- Set up home learning support
- Liaise with Academic Mentors and other key staff
- Keep accurate and timely records e.g. relating to attendance and interventions

□ **Other Responsibilities**

- Support transition events,
- Support or organise events, visits, extra-curricular, charity fundraising, enrichment etc. as appropriate including Challenge and Celebration week.
- Support duty patrols and hub staffing, including break, lunchtimes and after school
- Provide cover for Heads of Year when not available where possible

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- Be aware of and comply with the code of conduct, regulations and policies of the school;
- Develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy and as part of the Moorlands Learning Trust it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to the satisfactory completion of a six month probationary period.

Agreed by:

Post Holder:

Print name.....

Signature.....

Line Manager:

Print Name

Signature..... **Date**.....

PERSONNEL SPECIFICATION – STUDENT SUPPORT & TRANSITION MANAGER

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English, Maths & Science	E	Application form and selection process
<input type="checkbox"/> First Aid qualification or willingness to undertake First Aid at Work qualification	E	
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children	D	Application form and selection process
<input type="checkbox"/> Understanding of children’s needs and problems	D	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Aware of requirements under Health & Safety regulations	D	
<input type="checkbox"/> Knowledge of First Aid procedures	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	D	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> ICT competence or ECDL level or equivalent	D	
<input type="checkbox"/> Experience of working in a school-based environment	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	E	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair	E	

<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Understand and manipulate numerical & statistical data	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
<input type="checkbox"/> Development planning, monitoring and evaluation	D	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	