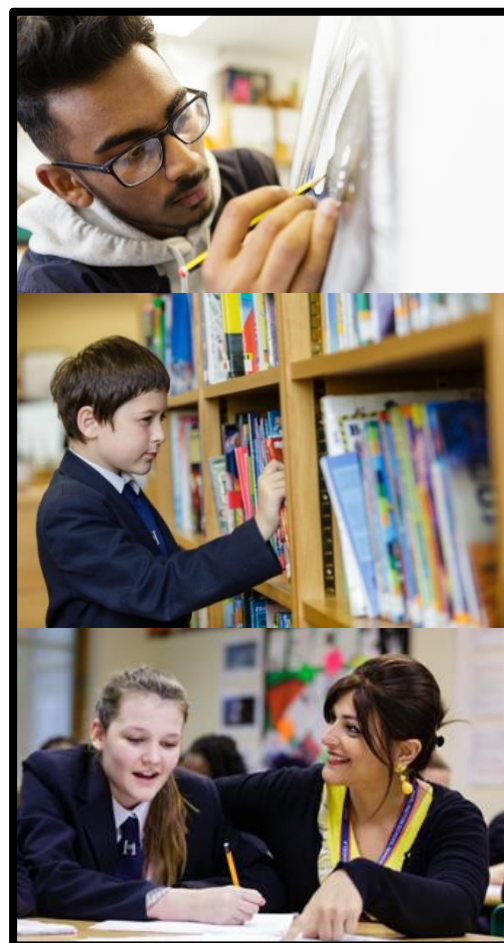




Harlington School: A caring, forward thinking professional learning community, that develops exceptional educators and kind hearted, hard-working and well-rounded young people, all with a passion for enquiry and scholarship.

**Information pertaining to the Post of Education Access Mentor
Reviewed July 2019**



July 2019

Dear Prospective Colleague,

Thank you for showing an interest in working here at Harlington School. If successful, you will be joining a dynamic and passionate team of highly professional associate and teaching staff, who put the children in our Harlington family at the heart of everything they do.

Harlington has undergone a transformational change in the last five years, with a significant improvement in progress outcomes and examination results. We are a happy, successful and oversubscribed school, full of vibrant and articulate staff and students.

However, we still have lots to achieve! In order to achieve continued success, we employ colleagues who have a passion for working in a diverse, multicultural school, who have a 'glass half – full' personality, and who see challenges as 'the job' and not barriers to success. Everyone's work here is underpinned by a commitment to educating and supporting young people on their emotional and academic journey through adolescence.

We cherish our staff here, and improving professional practice and pedagogy is key to our work. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority, and colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations.

We work very hard here, but the rewards are immense. However, a key part of our regular reflection is on ensuring we have effective staff wellbeing, and that we operate within a supportive and collegiate culture that seeks to reduce workload and ensure a good work - life balance.

We welcome visits to our school prior to application – please contact us if you would like to see us in action. We are also very keen to hear from colleagues who may wish to have their details kept on file for when future vacancies may arise. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely



Headteacher

Information about the selection and interview process

Appointment Procedure

We'd like you to get to know us as well as participating in interview activities. Candidates invited for interview will be provided with an opportunity to tour the school and meet the staff they will be working with. The appointment procedure will be based on the following activities:

- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable References and safeguarding checks occurring prior to, during and after the interview process.
- Student interaction observation and discussion/reflection meeting;
- Scenario planning exercise
- Interview panel if calibre of interaction is good, in line with the experience of the candidate and our Harlington values.

You must complete a Harlington School or TES - linked application form, with no gaps or omissions. Please also complete a short letter of application explaining why you would like to work at Harlington School, the talents and experience you will bring to the role, and what impact you've had in your most recent role to date. We do not accept CV's, and references are requested immediately after shortlisting.

Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.

Closing Date: Tuesday 3rd September 2019

Shortlisting and selection process: Wednesday 4th – Friday 6th September 2019

Interviews: Week commencing Monday 10th September 2019

Please send completed application forms to recruitment@harlingtonschool.org , or use TES Quick apply – thank you.

Safeguarding

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.

Information about the school

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed, with three stable year groups (Years 7 – 9) although two year groups (Years 10 and 11) have legacy mobility issues. The number of students currently on roll exceeds the net capacity of the school.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 140 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are a partner school for ITT in the Hillingdon SCITT, and we have a small 6th Form consortia arrangement with Barnhill Community High School. We are an IQM Flagship School, and currently seeking re-accreditation for ArtsMark Gold. In September 2018 we were featured in the Parliamentary Review: <https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in April 2018, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

New to the teaching profession?

Your training and development needs are fully supported in your NQT year and beyond. We have a full time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly NQT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for and teaching of 2, not 3, Key Stages in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to your September commencement, an interest free loan of £1500 in your first year. Additional remuneration is considered within our pay policy for shortage subjects.

Teaching Staff: Learning, Assessment and Professional Development

Teaching is good as a result of a whole school commitment to continual discussion and improvement of the teaching craft. This year we have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since OfSTED judged it to be good in 2015, and this was reconfirmed in the recent 2018 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking apprenticeships, Masters' and PhD degrees, SLE and Lead Practitioner accreditations. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Senior Leadership Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme, and a current trial of a succession planning programme with the Headteacher and Associate Headteacher undertaking a job share now in its second year.

We are in the second year of developing a new Home Learning policy, using a 3P methodology – Prep, Practice or Project work, and also developing a virtual learning platform to provide a wider range of curriculum resources to students. We are engaging in a discussion about a move away from 'marking' to 'feedback', and developing competence in moderating students' work when evaluating progress.

Information about the Post

Harlington AP is our full time Alternative Provision, our 'school within a school' located on site. Harlington AP provides bespoke, personalised educational provision for students who have difficulty in accessing mainstream school provision. Harlington AP meets the needs of a wide range of students, on both part time and full time withdrawal programmes of study, as well as overseeing and taking responsibility for students who may be educated off site. Harlington AP works alongside the Learning Development Department to support Special Educational Needs, and also with a wide range of external partners to support the students who are supported by the centre. We also work in partnership with two other secondary schools, and occasionally host students who are jointly on roll with another school.

The range of Harlington AP student needs is diverse, and frequently changes, and Harlington AP staff have to be flexible and creative in their approaches in order to support students in successfully accessing education. We are proud of our efforts to include, not exclude, and support our most vulnerable students in gaining a range of qualifications and life skills.

Working in the Harlington AP is challenging, yet immensely rewarding. The focus is on successful access to education, and this can sometimes be difficult for young people with trust and attachment issues, those who have been bereaved, who have previously found it difficult to attend school, or who have mental health concerns. Students who have previously not been successful in a mainstream provision may also have literacy access or concentration issues, or emerging Special Educational Needs. The role of Harlington AP and the staff who work there is to find the individual route that each student needs, that enables them to access education.

Harlington School has high behaviour standards, and the centre also provides short and long term withdrawal from the main school as an alternative to some fixed term and permanent exclusions. Staff in Harlington AP also investigate incidents that occur between young people, provide social skills programmes with the aim of preventing conflict, and restorative justice meetings to provide closure if conflict has occurred.

Days are varied and interesting, with tasks ranging from planning and delivering small group work in the centre, supporting behaviour management in a mainstream classroom, or visiting students who are studying at other institutions. You may be investigating an incident that has occurred in the school or on social media, running the internal suspension room or spending time in the school market garden. You may be asked to come in early to support a student suffering from anxiety who is sitting a GCSE exam, or stay late to support a young person who may be experiencing a mental health issue, whilst awaiting an external support agency.

The post holder therefore needs to have a high degree of emotional intelligence and exceptional interpersonal skills. Working with young people who may have attachment disorder requires resilience and a commitment to frequent fresh starts. Most importantly the post also requires a commitment to flexibility, frequent re - evaluation and constantly searching for 'what works' in order to secure the best educational outcomes for students educated in Harlington AP.

Days and Hours

This is a term time only, permanent appointment, with core, but flexible hours. The post holder is employed for 39 weeks per year, plus five training days every year. Full details of employment hours are contained in the contract, but the main working hours are likely to be 10.00am – 5.00pm, inclusive of a 20 minute paid break. The post holder is expected to adopt a flexible approach to hours, depending on the needs of the students on roll in Harlington AP, or who are educated off site, and to be available for the 3pm daily briefing, where students' daily progress is discussed, and workstreams planned for the following day.

Holidays

As this is a term time only position, holidays occur during the published holiday periods of the school.

Salary

You will be employed by Harlington School on Scale 6.

Job Description

Education Access Mentor

1. Job Purpose

- To support Harlington School's inclusive approach to education, by providing a flexible and supportive alternative educational provision to mainstream schooling;
- To support young people to return to mainstream education wherever possible, by meeting the needs of students who require help in overcoming barriers to learning that prevent them from achieving their full potential, both inside and outside school.
- To ensure that all students in Harlington AP are encouraged to access educational programmes, and the opportunity to sit accredited qualifications, in order to progress in their educational journey once they have left the centre;
- To work with the most vulnerable students that we have on roll, providing constancy and consistency, and supporting them in developing the interpersonal skills they need to thrive in the wider world.
- Working within the systems and structures of the school and following agreed protocol and established school policies.
- Contributing to the overall ethos, work and aims of the school.

2. Key Tasks and Responsibilities

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher.

Operational

- S/he shall establish and maintain individualised educational access programmes for students that are temporary or permanent participants in Harlington AP, examples including, but not confined to :
 - One to one or small group education support, either under the direction of Head of Harlington AP, alongside any teaching staff, or independently delivering work provided by faculties or teachers;
 - One to one or small group intervention work, including self -directed or self - planned workshops, restorative justice programmes or other intervention work under the direction of the Harlington AP Manager;
 - Support of students in Harlington AP or in the mainstream provision as part of part time, full time or re – integration programmes;
 - Visits and provision of work for students who are in off – site provision;
 - Sourcing of educational work for all Harlington AP students in a nominated year group, whether part – time, full time, or educated off site;

- S/he shall undertake investigations, write ups and follow up work pertaining to incidents that are referred to Harlington AP for resolution;
- S/he shall undertake the manning of a withdrawal room, ensuring that students undertake purposeful educational activities and a reflection exercise at the end of the day;
- S/he shall establish and maintain good relationships with all students, parents/carers, colleagues and other professionals;
- S/he shall maintain a professional relationship with the students, modelling appropriate ways of communicating at all times;
- S/he shall understand and implement the school's behaviour policy and code of conduct including the issuing of rewards and sanctions within the school's policies and procedures.
- S/he shall make use of existing assessment and inclusion data to plan and deliver services to identified students.
- S/he shall attend meetings with parents/carers and other professionals and provide information at external professional meetings as required.
- S/he shall liaise with outside agencies, parents/carers, social workers, other schools and organisations, and attend to queries as required;
- S/he shall contact families and carers, and keep them informed of their child's needs and progress to secure their support and involvement, as directed.
- S/he shall provide a Key Worker relationship for nominated students, to enable the student to meet the targets identified in the Harlington AP Individual Education Plan (IEP);
- S/he shall provide lunchtime and after school supervision of student rest breaks as directed.
- S/he shall provide Patrol and Faculty Support as directed.
- S/he shall receive visitors/callers to the school, for example, parents/carers, professionals from outside agencies, and deal with enquiries as required, maintaining security requirements and confidentiality.
- S/he shall facilitate the sharing of information with all relevant agencies in line with school policies and procedures.
- S/he shall report any welfare and/or child protection concerns in accordance with school policies.
- S/he shall deal with any immediate problems or emergencies according to the school's policies and procedures.

Administrative

- S/he shall ensure that all administrative duties, checks and documentation are completed to the required level of accuracy including returns and reports.
- S/he shall input and extract information from other school's database system/s as required.
- S/he shall collate information, statistics and prepare reports as required by her/his line manager, and the Headteacher.
- S/he shall maintain appropriate records and filing systems.
- S/he shall deal with correspondence promptly and as required.

General

- S/he shall plan for and attend meetings with parents/carers and other professionals as required, and open evenings and Achievement Evening by request when required.
- S/he shall invigilate school and public examinations and tests as required.
- S/he shall assist in escorting students on educational visits and participate in extra-curricular activities as required.
- S/he shall attend relevant meetings and training sessions.
- S/he shall undertake first aid training, mental health first aid and/ or safeguarding training and responsibilities as required.

3. Review of the Job Description

- This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher
- This job description will be reviewed and updated as required, in consultation with the post-holder and the Headteacher
- Person Responsible: Headteacher

Personal specification

Personal and Interpersonal Qualities – all posts	Essential	Desirable
Be prepared to adopt and support the core values of Harlington School , in order to play your part in providing high quality education and support to our students and other staff colleagues	✓	
Understand, promote and uphold policies for safeguarding children and young people	✓	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	✓	
Excellent interpersonal and communication skills; a non – judgemental team player	✓	
Positive, flexible, ‘can do’ approach to tasks and workstreams	✓	
Calm and patient; emotionally resilient in challenging situations	✓	
Energetic, enthusiastic and good attendance and punctuality.	✓	
Professional in attitude, conduct and appearance – a role model to young people	✓	
Planned and organised approach to workload	✓	
Excellent written and verbal communication skills	✓	
Good ICT skills	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	

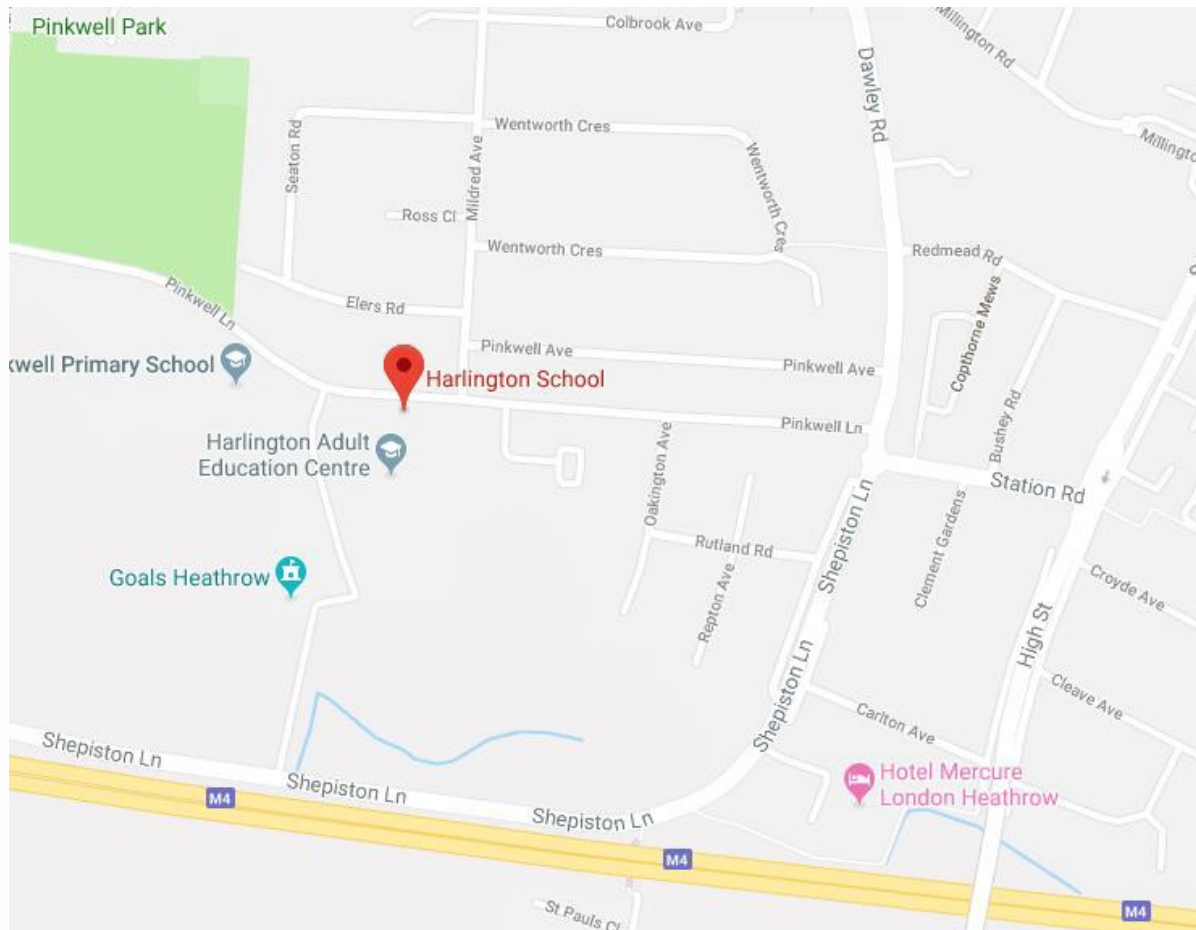
Qualifications and Relevant Experience	Essential	Desirable
Studied to a minimum standard of GCSE (grade A*–C/ 9-4) or equivalent, in English and mathematics.	✓	
‘A’ Levels or equivalents		✓
Previous experience in a secondary school, in the role of learning support assistant, cover supervisor or learning mentor		✓
Qualifications or experience in Youth Work, Police work, Social Work or other relevant experience working with young people		✓
Qualifications or experience pertaining to working with young people who are not successfully engaged with mainstream education		✓
Qualifications or experience working with young people with attachment disorders		✓
Qualifications or experience working with young people who may be experiencing anxiety disorders, mental health issues or school refusal		✓

Skills & Abilities	Essential	Desirable
Calm, emotionally regulated behaviour, even when faced with challenges.	✓	
Extremely emotionally resilient and self – aware.	✓	
Ability to build and form good relationships with students, and to persist with this even when faced with challenges	✓	
Ability to relate well to, and motivate children/young people	✓	
Ability to use and learn a range of strategies to deal with challenging student behaviour.	✓	
Able to work flexibly and respond to unplanned situations.	✓	
Able to demonstrate initiative when planning workstreams	✓	
A strong team player, who recognises the importance of effective adult team work, and a consistent and constant approach when workstreams involve managing young people with attachment disorder.	✓	
Willingness to engage in self reflection and team reflection tasks and supervision, in order to maintain good personal emotional health, in order to support vulnerable students	✓	
Good standard of numeracy and literacy skills.	✓	
Good understanding of child development and learning processes.		✓

How To Find Us

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport.

We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.



BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station

BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough
Possibly embed Geo-Location QR Code and Transport for London Journey Planner

BY CAR

Exit M4 Junction 4, following signs towards Hayes.
If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place