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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**WORK EXPERIENCE
COORDINATOR**

*(a part time working pattern
may be considered, subject to
a minimum of 32 hours per
week)*

September 2024

Ilkley Grammar School
Work Experience Coordinator
Scale Pay Point 12 (Range 12 -17)
Pattern of hours will be 37 hours each week
(a part time working pattern may be considered, subject to a minimum of 32 hours per 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 4 days

Thank you for requesting details for the post of Work Experience Coordinator. We are looking for a colleague to join our Careers team at this successful, oversubscribed comprehensive Academy.

The successful applicant will have high expectations and an unwavering commitment to all staff, students and stakeholders. This role is required from September 2023.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. All staff have access to an Employee Assistance Programme, and we have an embedded schedule of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays to accommodate these sessions as well as to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

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, Monday 19th February 2024
Provisional interview is scheduled for 23rd February 2024

Please be aware that we reserve the right to close early, and so early applications are encouraged.

If you do not receive an invite to interview by 21st February, 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

**Ilkley Grammar School
Work Experience Coordinator**

PRIME OBJECTIVES OF THE POST:

- To deliver Work Experience (WEX) following the principles of the WEX Policy across KS4 and KS5
- Performing key administrative tasks relating to Work Experience
- Liaise with HOY/PREXLs/SEN relating to work experience placements
- To support CEIAG under the direction of the Careers Leader
- Record and publish student experiences

RESPONSIBLE TO THE ASSOCIATE ASSISTANT HEADTEACHER: LEADER OF CEIAG, TECHNICAL AND VOCATIONAL EDUCATION, THE POST HOLDER WILL:

Key Accountabilities

Work Experience (for Year 10 and relevant Post 16 students). Using knowledge gained from NEBOSH qualification (NEBOSH or willingness to do the training is listed as 'Essential' in specification):

- Process and validate placements, as per WEX Policy, including sample RA visits, in a comprehensive spreadsheet
- Liaise with appropriate staff and tutors for WEX
- Co-ordinate spreadsheet for staff visits
- Set up and maintain overview of attendance of students on in school work experience
- Set up, maintain overview and monitor attendance of students on external placements with Post-16 Team
- Administer the evaluation of the WE programme – staff feedback forms and student voice
- Liaise with Head of Citizenship throughout WEX
- Resources and Presentations for Assemblies and PBT

Alternative provision (Work Placements, in-school vocational options)

- To provide specialist input and advice to Personalised Programmes as and when required
- Support the process for monitoring the attendance of students on alternative placements
- Support with in-house vocational options/placements

CEIAG Support

- Support and assist CEIAG and other Pathways events and opportunities in school, where appropriate (for example, Open Evening, Taster Day and Year 12 Next Steps week)

Responsibilities

- 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, for example Fire Marshall
- 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

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience**
- 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 your own skills and knowledge within the area of WEx, 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, 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

As with most associate staff roles. 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
Work Experience Coordinator

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English and Maths	E	Application form and selection process
<input type="checkbox"/> NEBOSH qualification or willingness to do the training	E	
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
<input type="checkbox"/> NVQ Level 3 or equivalent in Learning Support, Child Care, Health or Youth Work	D	
<input type="checkbox"/> Any additional qualification relating to children with special educational needs	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of working with secondary school age children and those with SEN	E	Application form
<input type="checkbox"/> Understanding of children's needs and problems	E	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Experience of College Courses and Provision	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 busy, 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	E	
<input type="checkbox"/> Presenting yourself effectively	E	
<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	
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
<input type="checkbox"/> Any Training in the area of Learning Support, Health, Child Care, Youth Work or relevant practical skills	D	
<input type="checkbox"/> Minibus Licence	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"/> Understand and manipulate numerical & statistical data	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Development planning, monitoring and evaluation	D	
<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	

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"/> Confidentiality and discretion	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	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	
<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"/> Driving is a feature of this post – must hold a full, clean driving licence and appropriate insurance	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	D	