The Joseph Rowntree School

the right school to grow in

Assistant Head of Inclusion, ERP Lead

Grade 8, Level 1- 4 (£26,875 to £29,783 p.a.)

Full Time, permanent post,

To start ASAP

Applications to be received by

Sunday 22nd September 2019 at midnight

'Working together to achieve success'

www.josephrowntreeschool.co.uk

contact@josephrowntree.york.sch.uk

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Dear Prospective Applicant

Welcome to The Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

GENERAL INFORMATION

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,310 students including 195 in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull.

In 2019 we achieved a strong set of GCSE results in terms of progress measures for our students. Students achieved very highly in a range of subjects for the second year in a row. This is a real reflection of the hard work of students, staff and parents and carers to achieve these outcomes for our learners. This success is also reflected in a very successful set of results at AS and A Level, where again, as well as many notable stories of individual success, our progress measures place us as a very high performing Sixth Form in the top 10% of the country. We are delighted with this well-deserved success for our students, and are determined to build on this and continue to improve the learning experience for students at The Joseph Rowntree School. We were graded 'Good' by Ofsted in 2017 and are determined to further improve our school.

ORIGINS

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

GROUNDS AND BUILDINGS

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities.

THE EDUCATIONAL CONTEXT

The school is part of the City of York Council's education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

OUR STUDENTS

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 11% of students receive free school meals (17% disadvantaged) and there are 174 on the SEN register (EHCP and K), 31 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hardworking and well-motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

OUR STAFF

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of

age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school.

ORGANISATION

There is a simple academic structure based on departments. Guidance and welfare is based on a House system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working at all levels. Leaders are expected to provide leadership, support and challenge to their teams. The Governing Body provide excellent support whilst challenging us effectively. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads, two Associate Assistant Heads and a School Business Manager. We have high standards and expect colleagues to meet these, regardless of which role they play in school.

CURRICULUM

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra-curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. We continue to value all subjects equally, notwithstanding a particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

IN CONCLUSION

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students' education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

APPLICATION INFORMATION

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. We can accept application forms electronically so please email your application once completed to:- **raw@josephrowntree.york.sch.uk.**

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs in-curred.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

David Hewitt

Headteacher

IMPORTANT INFORMATION

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates**.

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

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Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request.

CITY OF YORK COUNCIL	JOB DESCRIPTION	Form JD1

JOB TITLE: Assistant Head of Inclusion – ERP Lead

REPORTS TO (Job Title):		Head of Inclusion (SENCO)	
DEPARTMENT: Joseph Rowntree School		GRADE: 8, Level 1-4	
JE REF:	**JE3573**	PANEL DATE:	Tuesday 18th June

1. MAIN PURPOSE OF JOB

To work with the Head of Inclusion (SENCO) to provide high quality support through administration organisation, monitoring and evaluating the provision for students who are classified as Low attainers on Entry, SEND, EAL, LAC; to ensure that all groups are making progress. To liaise with parents, organise reviews and annual reviews.

To be the school's named person for students with medical needs – co-ordinating the CYC Guidance for supporting children and Young People with medical needs. To work with all the necessary staff in school, regarding support and strategies for students with medical needs making sure that all relevant members of staff are kept informed. Co-ordinate the support available from outside agencies producing documentation for staff to refer to when with students with medical needs.

To coordinate the day to day whole school Teaching Assistant timetable.

To lead and manage all aspects of the day to day running of the Wiltshire ERP for autism spectrum conditions.

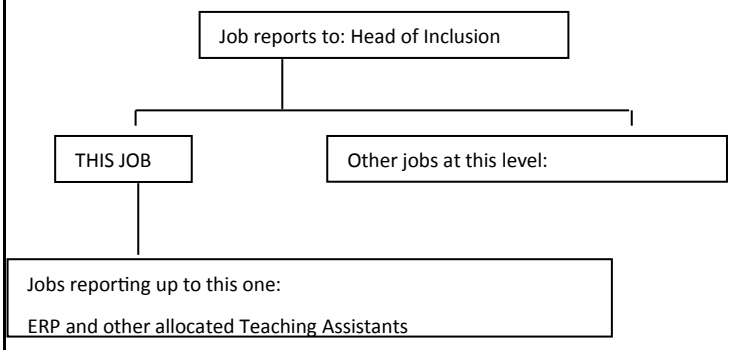
2. CORE RESPONSIBILITIES, TASKS & DUTIES:

i.	Works alongside the Head of Inclusion (SENCO) to collate and analyse performance data, relating to all significant groups.
ii.	Collate the case studies from the inclusion team
iii.	Uses own initiative to assess and evaluation pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge and experience with and of pupils and area of curriculum, as agreed with the Head of Inclusion under an agreed system of supervision.
iv.	Takes responsibility for planning challenging teaching and learning objectives. Evaluates and adjusts work plans as appropriate to meet pupils' needs. Update Inclusion register and communicate to staff in partnership with the Head of Inclusion. Communicate and liaise with parents over entry and exit to the inclusion register. Ensure that Individual Education Plans (IEP's)/Pupil Passports are written for the relevant students and support the Head of Inclusion to monitor the implementation of these in the classroom. Organise appropriate ERP interventions and support TA2s to deliver these sessions and monitor the impact of these interventions using data systems.

	v.	Selects and prepare appropriate resources to lead learning activities.
	vi.	Co-ordinates annual review processes for all students within the ERP. Monitors, evaluates, records and provides reports on pupils' responses and progress within agreed strategies.
	vii.	Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility, including taking the initiative to establish links where necessary.
	viii.	Co-ordinates and Chairs meetings with other staff, external professionals and parents regarding pupils.
	ix.	Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development, identified by the Head of Inclusion.
	x.	Organise and lead school visits and other activities outside of the classroom.
	xi.	Follows all school policies and procedures, in particular: School's Health and Safety Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Information Policy.
	xii.	To lead and performance manage the inclusion team (ERP TAs and other TAs as allocated) in partnership with the Head of Inclusion and lead/deliver appropriate transition and development activities. Responsible for coordinating and managing the day to day, whole school Teaching Assistant timetable.
	xiii.	Makes appropriate use of data, analysis and monitoring of impact of interventions with the Head of Inclusion. Ensuring that consideration is make to policies relating to it and in line with the school's systems of working.
	xiv.	Contributes to the overall ethos, work and aims of the school.
	xv	To be the school's named member of staff to make arrangements to support students with medical conditions. The named person will co-ordinate the CYC Guidance for Supporting Children and Young People in schools with medical needs under the Guidance of the Head of Inclusion which will include: keep track of all medication held in school; regularly check supply and use by dates. monitor that records are being kept according to CYC guidance. monitor any individual Health Care Plans held in school. monitor medical absences and ensure continual access to education. Co-ordinate and monitor visits from therapy colleagues, record visits and when appropriate liaise with the therapy services to balance therapy and curriculum needs.
3.	**SUPERVISION / MANAGEMENT OF PEOPLE** Will be required to line manage up to 10 staff, including responsibility for the allocation and monitoring of work, appraisal, performance management, timetabling and training. Coordination and management of the whole school TA timetable.	
4.	**CREATIVITY & INNOVATION** • Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise. • Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn. • Monitors and is responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances. • Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate. • On the basis of their knowledge and understanding of ERP pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.	

5.	**CONTACTS & RELATIONSHIPS** **Internal -** Contributes to the Inclusion Team's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Leads Team meetings and contributes to whole school meetings as required. Supervises the work of colleagues on a daily basis to allocate and monitor workload and share any concerns and problems regarding personnel issues. **External -** Provides information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required. Feeder schools – to discuss the transfer of pupil data.
6.	**DECISIONS – discretion and consequences** • Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous. • Takes action to meet pupils'/staff's needs as they arise to avoid undue physical or mental stress. • Communicates information effectively to teachers, other professionals and parents on a daily basis. • Recognise and take action to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress. • Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff. Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team.
7.	RESOURCES ERP budget administration, purchasing, organising and managing the ERP resources. Overall budget value <£5k.

8.	**WORK ENVIRONMENT –** Work demands Need to implement activities in lessons as planned also working to other deadlines eg marking papers. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents and professionals and also when supervisory duties are called for. Physical demands Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running e.g. P.E. lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures. Working conditions • Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. The role will involve attending meetings with outside agencies and will therefore involve travelling. Therefore may also be the possibility of meeting with parents/students in their home. **Work context** • Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. • Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. • Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. • Risk of infection when dealing with unwell children. May also involve visits in the home – following recognised procedures.

9.	**KNOWLEDGE & SKILLS** • Specific knowledge and experience of working with young people with autism spectrum conditions • Knowledge of relevant training strategies eg literacy, numeracy, KS3 etc • Excellent communication skills • Excellent interpersonal skills • Time management and organisational skills • Excellent literacy and numeracy skills equivalent to NVQ Level 2 in English and Maths • Ability to organise, lead and motivate a team • Ability to self evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Relevant knowledge of first aid • Leadership skills • Effective use of ICT to produce appropriate resources to support learning • Good working knowledge of the national curriculum. • Knowledge of normal child development and children's personal development needs • Knowledge of the implications of common disabilities in children for school and families of pupils • Knowledge of strategies which promote good behaviour and discipline • Knowledge of developmental progression in the emotional curriculum • Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. • Experience of working in a relevant discipline in a learning environment • Experience of working in multi-disciplinary teams • Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.
10.	**Position of Job in Organisation Structure** 

THE JOSEPH ROWNTREE SCHOOL

SCHOOL ETHOS AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.