

Student Support Officer/Cover Supervisor (job share)

Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Astley Community High School and Whytrig Middle School as a part-time **Student Support Officer/Cover Supervisor**. This candidate information pack will tell you much more about our schools and the role.

This is a unique opportunity to work as the job share partner for the current postholder who has been in post for a year. The successful candidate will join our effective pastoral team which operates across both schools under the leadership of the Assistant Headteacher – Student Support, particularly to support students in Years 5-8 at Whytrig Middle School. Some time will also be spent covering lessons for absent teachers across both schools so the ability to work effectively with students aged 9-18 is important.

Astley Community High School and Whytrig Middle School, together with Seaton Sluice Middle School, form the Seaton Valley Federation of Schools. The three schools share a single governing body.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs. We are always keen to learn from other professionals and have developed an excellent relationship with other schools across the north-east to ensure teachers have access to a strong Continuous Professional Development programme. Building up the skills and capacity of support staff is also a key priority.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact **Graham Scott, Assistant Headteacher – Student Support** on **0191 2371505 Extension 207**.



John Barnes

Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To be a school that knows each child really well both academically and pastorally as a complete young person.**
- 2. Everyone within the school is treated with respect and we expect that respect to be mutual.**
- 3. We expect and strive for everyone associated with the school to be as good as they possibly can in all areas of school life. We do not accept not trying and we are never ashamed of doing well and being proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About our schools

School	Age range	Total number of pupils	Number in sixth form
Astley Community High School	13-18	550	166
Seaton Sluice Middle School	9-13	313	N/A
Whytrig Middle School	9-13	218	N/A

Astley Community High School attracts a number of students from outside the Seaton Valley area. There is a strong sixth form and we typically retain 65% of our Year 11 students for further study. More information about sixth form including our prospectus is available from: <http://www.astleyhigh.org/sixthform/>

About our performance

School	Overall effectiveness	Last Ofsted inspection
Astley Community High School	Good	January 2016
Seaton Sluice Middle School	Good	February 2013
Whytrig Middle School	Good	January 2015

Latest Ofsted report for Astley Community High School

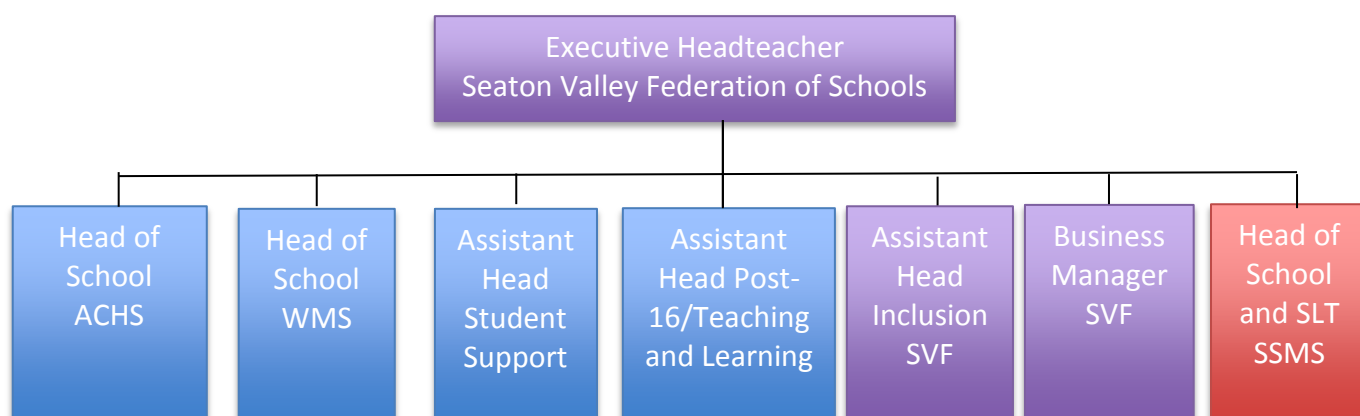
Leadership and management	Good
Outcomes for pupils	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
16-19 Study Programmes	Good

Latest Ofsted report for Whytrig Middle School

Achievement of pupils	Good
Quality of teaching	Good
Behaviour and safety	Good
Leadership and Management	Good

You can read the full Ofsted inspection reports for each school at:
<https://reports.ofsted.gov.uk/>

About our structure



About the Student Support Team

Over the next few pages you will find the advert, job description and person specification for the post of Student Support Officer/Cover Supervisor but we know that you will want to know more about the work of the team.

We have two Student Support Officers for Years 9-11 and one Student Support Officer for Years 12-13 at Astley Community High School and extended this successful provision to support students in Years 5-8 at Whytrig Middle School a year ago. Alongside your job share partner, you will work particularly closely with the Head of School at Whytrig Middle School and the four Student Progress Leaders (SPLs) for those year groups.

You will also work with our three Cover Supervisors to support both Astley Community High School and Whytrig Middle School. They are the first port of call to cover the short-term absence of teaching staff and play a vital role in ensuring continuity of learning for all students. It is important that the successful candidate is able to relate to all students, in all subject areas in a positive way. You will be one of the team of staff who supervise students in our Inclusion Room at Astley Community High School.

The Student Support Officers have regular support from myself as line manager and are able to access training/CPD courses to improve their skills.



Graham Scott

Assistant Headteacher – Student Support Years 5-13



Astley Community High School and Whytrig Middle School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Student Support Officer/Cover Supervisor – Job Share

12.08 hours per week, term-time plus extra two days during school holidays
Band 4: £5,009 - £5,583 per annum, pro rata of £17,891 - £19,939 per annum

Small enough to care, big enough to deliver a positive impact

Are you seeking a challenging and fulfilling role that will enable you to make a real contribution to improving the lives of young people? This post is to work primarily with Year 5-8 students at Whytrig Middle School as a member of the Pastoral Support Team across both schools. You will play an important role in supporting behaviour management strategies and ensuring pupil welfare to enable students to have a positive approach to learning. This will involve close working with teaching staff and liaison with families and external agencies. You will also provide additional capacity to cover for the short-term absence of teaching staff across both schools, ensuring that students from Years 5-13 are focused on the tasks set using the resources provided for you. You will also supervise students in our Inclusion Room.

The initial working hours are expected to be from 8.40am-3.30pm Thursday and Friday with a 45 minute lunch break. The working pattern may change from time to time as the schools' operational needs change. You will need to work effectively with your job share partner who works Monday-Wednesday.

Holding NVQ Level 3 equivalent qualifications, you will also have specialist training and work experience in a relevant environment such as education, youth work, social work or counselling. You will be able to demonstrate that you have highly developed negotiation and persuasive skills and an understanding of how students learn and the potential barriers to learning. It is also essential that you have the ability to hold the attention of a class of students and can form effective relationships with students ranging from age 9 to 18.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by 12 noon on Monday 5 December** by e-mail to svfjobs@svlp.org.uk

It is expected that interviews will be held on Tuesday 13 December.

Further information about all of our current vacancies is available at:
<http://www.astleyhigh.org/aboutus/vacancies>

JOB DESCRIPTION

Post Title: Student Support Officer/Cover Supervisor		Director/Service/Sector: Children’s Services		Office Use
Grade: Band 4		Workplace: Astley Community High School & Whytrig Middle School		JE ref: S1283 HRMS ref:
Responsible to: Assistant Headteacher - Student Support Years 5-13		Date: January 2016	Manager Level:	
Job Purpose: <ul style="list-style-type: none">Working as a member of the Pastoral Support Team and Student Support Team (responsibilities for liaison and action with external agencies and parents, and student discipline and welfare progress respectively)Supporting progression and positive attitudes to learning, and ensuring that each student is encouraged to achieve their potential. Also Support students with learning difficulties to help them achieve their full potential in the classroomWorking under the guidance of teaching/senior staff and within an agreed system of supervision, to supervise whole classes during the short term absence of the class teacher to maintain good order and to keep pupils on task.				
		Staff	None.	
		Finance	None.	
		Physical	Classrooms and learning spaces. Resources and equipment.	
		Clients	Internal: Pupils, students, teachers, other support staff External: External Agencies (all in line with children’s services), Parents, L.A. Children’s Services.	
Duties and key result areas: Working flexibly as agreed with line manager to cover the needs of the work area.				
Primarily <ol style="list-style-type: none">Develop constructive relationships and communicate with other agencies/professionalsProvide advice and interpret guidance on school policies and procedures to be able to liaise and seek resolutions to problems and issues with clients listed above, in particular parents, pupils.Exercise initiative to progress a series of activities in relation to supervising and supporting pupils who have been the victims (or the instigators) of incidents with other pupils during the school day (or coming to and from school).Conduct investigation of incidents including taking witness accounts, preparing reports, including recommendations to Student Progress Leaders (SPL) and/or Assistant Headteacher/Head of School on courses of action.Contact parents to inform them of investigations/sanctions/problems.Take the lead role (by using highly developed advisory, counselling, negotiating and persuasive methods) to convince others (mainly pupils and parents) to adopt courses of action they might not otherwise wish to toward the resolution or progression of pupil issues without referring to more senior staff necessarily.First point of contact for parents for all student pastoral matters, ensuring appropriate liaison between parents and SPL for all matters (keeping all informed)Taking minutes at exclusion hearings and reintegration meetings and advising on protocolPlaying a part in supporting pupil reintegration after exclusion, under the direction of SPLTo assist in the checking of planners and reports.Liaise with teachers and SPL regarding best possible student pastoral support options.				

12. To withdraw, through teacher/LSA agreement individual/small groups of students for reinforcement of subject matter.
13. Take an active part in the management of pupil behaviour outside the classroom, e.g. arrival/break/lunch/departure times, during examinations and outside the school e.g. school trips (this involves being included in the staff duty rota for all teaching and senior staff).

Student Support

1. To induct new students into the Key Stage.
2. Support SEND students in the classroom.
3. Have an up to date knowledge of individual pupils' Special Educational Needs.
4. Use appropriate support strategies to enable student to have access to the curriculum.
5. Where appropriate support other pupils on the SEN Register
6. To follow guidelines with reference to special arrangements in external/internal examinations.
7. To follow agreed individual programme of work for specified 1:1 lessons
8. To prepare reports for individual students (Transitional Review, Annual School Report)
9. To attend Transitional Reviews of Statemented Pupils
10. Attend multi agency meetings and report back to relevant student progress leader.

Cover Supervision

1. Within an agreed framework of supervision, during the short-term absence of the classroom teacher, supervise and support pupils undertaking work and establish an appropriate learning environment.
2. Undertake activities, as directed by the teacher, with whole classes, individuals or small groups of pupils.
3. Manage pupil behavior and deal promptly with conflicts and incidents in line with school policy.
4. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed learning objectives.
5. Provide the class teacher with accurate and objective feedback on pupil progress and other matters.
6. Undertake the maintenance of pupils' records and accurately record achievement.
7. Undertake the routine marking of pupils' work e.g. routine spelling tests, routine maths test etc.

Administration and Resources

1. Take a lead role in the development and maintenance of record/information systems.
2. Where appropriate and within allocated time, liaise with subject teacher to create differentiated resources.
3. Undertake research and obtain information to inform decisions
4. To assist in the preparation of materials and arrangements for support and mentoring programmes.

Support for the School and Organisation

1. When appropriate, and providing judged by the Health and Safety Co-ordinator and Headteacher as having sufficient experience, lead school trips.
2. Attend teaching and learning, training days, staff meetings, when requested by registration.
3. Contribute to the strategy for the development, design, organisation and monitoring of support systems/procedures/policies in relation to Student Support
4. To work within and support the Schools' Behaviour Policy and promote positive behaviour.
5. To assist with the organisation of Parents' Evenings.
6. Assist with the planning and development of support services

Responsibilities

1. Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
2. Be aware of and support difference and ensure equal opportunities for all
3. Contribute to the overall ethos/work/aims of the school
4. Share expertise and skills with others
5. Be aware of health and safety issues in relation to VDU screens and office practice
6. Participate in training and other learning activities and performance development as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. To undertake other duties and responsibilities as required commensurate with the grade of the post

Work Arrangements

Transport requirements: Able to meet transport requirements in connection with Multi-Agency meetings

Working patterns: Monday to Friday, Term Time with 5 additional days. Half hour lunch break (unpaid) and any other breaks required (unpaid)

Working Conditions: Dealing with upset, angry, aggressive or abusive pupils and/or parents/carers

Person Specification – Student Support Officer/Cover Supervisor

	ESSENTIAL	DESIRABLE	MEASURD BY
EDUCATION/TRAINING QUALIFICATIONS	<p>Good academic standard of general education to GCSE 'A' level/NVQ Level 3 or equivalent</p> <p>Specialist training/development and work experience within either youth, social, counselling or education work, or equivalent experience in one of the areas</p> <p>Excellent Numeracy and Literacy Skills</p>	<p>Experience of being able to hold the attention of a class of pupils.</p> <p>First Aid qualification</p> <p>Full working knowledge of all relevant policies/codes of practice and legislation</p> <p>Professional qualification in education, youth or social work, or SEN</p>	Application Form/Interview
EXPERIENCE	<p>Experience of working with young people and families and children of relevant age.</p> <p>Report writing and record keeping</p>	<p>Experience of providing pastoral support to children and young people.</p> <p>Experience of working in an educational setting with students with different behaviours</p> <p>Experience of using ICT within a classroom situation.</p> <p>Experience of working in a multi-agency setting</p>	Application / Interview
SKILLS, KNOWLEDGE & APTITUDE	<p>Ability to exercise highly developed advisory, counselling, negotiating and persuasive methods with both pupils and parents</p> <p>Ability to relate to both adults and children, individually and in a group setting</p> <p>Ability to supervise whole classes of children from Year 5 to Year 13</p> <p>Ability to exercise initiative without accessing senior support</p> <p>Ability to interpret policy and procedure information</p>	<p>An understanding of how students learn and the potential barriers to learning</p> <p>A good understanding of child protection legislation</p>	Application / Interview

	<p>appropriate to varying circumstances</p> <p>Ability to be a positive role model to students</p> <p>Ability to prioritise own workload</p> <p>Excellent communication skills, both written and oral</p> <p>Excellent planning & organisational skills</p> <p>Effective use of ICT packages</p> <p>Can actively self evaluate learning needs and seek out learning opportunities</p>		
PERSONAL QUALITIES, APTITUDES	<p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Professional in attitude and behaviour</p>		
Other.	<p>Willingness to participate in personal development</p> <p>Excellent attendance record and punctuality.</p>	Evidence of learning beyond the work place	Application / Interview

Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Seaton Valley Library

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-east teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

<http://www.astleyhigh.org/aboutus/policies-and-rules>

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed** by **12 noon** on Monday 5 December 2016 to: svfjobs@svlp.org.uk. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Astley Community High School and Whytrig Middle School, Elsdon Avenue, Seaton Delaval NE25 0BP Telephone: 0191 2371505/0191 2371402

Websites: www.astleyhigh.org and <http://www.whytrig.northumberland.sch.uk/>