

Consilium Academies Recruitment Pack

Resource Centre Manager & Literacy Coordinator

Heworth Grange School





Heworth Grange is at the beginning of an exciting revival. We are working relentlessly with pupils, teachers, parents, carers and the trust in order to rapidly improve our climate for learning and Quality of Education for every learner, irrespective of need. We value the 'voice' of all parties in contributing to improvements, and driving our change for the better.

We are intent on creating the highest possible standards at our school in order to give all pupils the very best chance to achieve the success that they deserve, with this in mind our school priorities for this academic year are:

1. To improve the climate for learning, centred around a mutually positive learning environment
2. To improve the punctuality and attendance of all pupils
3. To have a no excuses approach to bullying and poor behaviour
4. To improve the outcomes of all pupils

In addition to the above our school ethos and values provide an important cornerstone in realising the potential of all pupils that we are proud to support and cherish throughout their time at Heworth Grange.

We have a no excuses approach to the merits and application of our ethos:

Learn

At Heworth Grange, we want every single student to achieve their potential. We will work together to provide the best learning experience possible for all students and ensure that it takes place in an environment that is safe, supportive and overwhelmingly positive; an environment of mutual respect and where the progress of each student is central to everything that we do. We will support all our students to achieve their individual learning goals and provide the widest possible curriculum choices to engage, challenge and motivate them. We recognise that learning takes place outside the classroom too, and we will strive to always provide the highest level of cultural and social experiences for all students.

Believe

We will foster and nurture the belief in all our students that they can have the highest aspirations for themselves and others, and that there are no goals beyond their reach. We will always respect, encourage and support the dreams and aspirations of every student throughout their time. All students can be confident that no obstacles will prevent them from attaining their goals whether that be on the basis of their gender, race, creed, sexuality, personal circumstance or social background.

Achieve

All students have the right to expect that they can reach the very highest levels of achievement at Heworth Grange and that no barriers exist that can prevent that success. Individuals will be recognised, respected, celebrated and valued for their individual achievements by all students, staff, parents, carers and the wider community.

About the Trust

The Consilium Mission

‘Consilium Academies will provide an inclusive partnership within our Trust and with our communities, where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed’

“Partnership, Opportunity and Integrity”

Consilium Academies Trust is a Multi Academy Trust of 8 schools based across 3 hubs in Salford, South Yorkshire and the North East of England.

Consilium Academies believes in inclusivity, both in the schools and communities we serve. We are committed to working with our academies to ensure that our ethos is realised on a daily basis and that the lives of our young people are enriched by care, experience and opportunity. This is achieved by;

- helping children and young people to succeed to their potential academically, socially and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff and students can grasp their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired and empowered to succeed;
- ensuring that all stakeholders are seen as partners in our work within the communities we serve.
- Development of the whole child by providing exciting and challenging learning and extra-curricular opportunities and experiences.

The Trust operates a small central team which is led by the CEO, David Clayton. The team provide direct services to our schools as well as Trust level accountability, leadership and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of the trust. The Trust works with its schools and academies in a supportive way that does not detract from the individual identity of a school.

Resource Centre Manager & Literacy Coordinator | Heworth Grange School

Start date: September 2020

Permanent | Term-time only | 36 hours per week

Grade 6 (NJC Scp 13 to 17) | Salary £22,021 - £23,836

We are looking to appoint a Resource Centre Manager and Literacy Strategy Coordinator to manage, develop and promote the learning resource centre.

You will be responsible for ensuring that an effective service is provided to all students and staff, developing a love and appreciation of reading. As the Literacy Strategy Coordinator you will be responsible for facilitating an increased standard of literacy for all students.

The successful candidate will support and encourage a learning environment throughout the school which allows children to acquire and develop literacy skills. We are looking for someone who will support the ethos and values of Heworth Grange and has the ability to encourage and motivate students.

If you feel you share our values, have the vision and drive for excellence and want to be part of a dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

To apply please complete the online application form through TES.

For any questions regarding this role please contact Gaynor Cuthbertson at gaynor.cuthbertson@heworthgrange.org.uk

Closing date for applications is Thursday 28th May 2020.

Interview dates to be confirmed.

Consilium Academies and Heworth Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to satisfactory references and an Enhanced DBS Check.

The trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered. We do not accept CV's.

Job Description

Job Title:	Resource Centre Manager and Literacy Strategy Coordinator
Reports to:	Assistant Headteacher SENDCo
Based at:	Heworth Grange School

Main purpose of the Role

The management, development and promotion of the learning resource centre to ensure that an effective service is provided to all students and staff, developing a love and appreciation of reading.

To facilitate an increased standard of literacy for all students, particularly those not yet achieving expected standards and to support improvements in numeracy.

To support and encourage a learning environment throughout the school which allows children to acquire and develop emotional literacy skills

Core Responsibilities & Tasks

- To assist the literacy leads to create, implement, monitor and evaluate a highly effective literacy strategy so that it reflects the educational aims and objectives of the school and trust community
- To plan and oversee the organisation of the resource centre, including the use of it within the literacy strategy
- To coordinate the delivery of; and track the impact of accelerated reader, Lexia and phonics and group reading and numeracy programmes
- To deliver small group literacy intervention to identified students using Read, Write and other literacy intervention programmes
- To support numeracy leads to deliver small group numeracy intervention to identified students
- To liaise with curriculum and SEND leads to measure impact of interventions for all students, particularly those requiring additional support
- To manage the selection, acquisition, organisation, promotion and maintenance of books and non-book resources to cover the full age and ability range of the school community and ensure equality of opportunity for all students and staff.
- To arrange materials for effective retrieval, including systematic indexing, classification and cataloguing of all resources to staff and students as appropriate
- To work with curriculum and SEND lead to provide guidance and assistance, to students, staff, parents and carers regarding the appropriate strategies for the selection of information resources, the effective use of reference material, the compilation of resources lists and the choice of literature and materials
- Contribute to the writing and discussions of student support plans
- Contribute towards student reports and SEND reviews
- To liaise with curriculum and SEND leads to support, monitor and evaluate the progress of targeted students within literacy lessons
- Support the DHT Teaching and learning and AHT SENDCo in following designated systems to audit, monitor and evaluate literacy provision for targeted students, adopting and adapting improvement strategies as required
- To work with curriculum leads to close the gap for students targeted as not yet achieving expected progress in literacy, particularly those vulnerable to underachievement
- To seek to improve levels of literacy and numeracy in order to remove barriers to learning and increase access across the curriculum
- To prepare resources for the promotion of reading and to encourage active reading participation, and to deliver these alongside staff in lessons, particularly during reading lessons
- To work with the lead for mental health and SENDCo to support individuals or groups of students who are experiencing difficulties with emotional literacy or other aspects of school or home life
- To establish supportive, caring and secure relationships with students, and to be available to offer individual support and someone for a student to talk to

- To develop knowledge of a range of learning and behavioural support needs and to plan, devise and implement appropriate programmes to help develop students emotional literacy skills and emotional wellbeing
- To assess and develop programmes to support the needs of students within the Transition Group provision and as part of the Year 7 Catch up and Pupil premium Strategy
- To implement and review intervention programmes designed by Educational Psychologists and teachers
- To create, develop and produce resources for use with intervention programmes, as appropriate
- To liaise with the relevant partner primary schools to support the transition process for students
- To ensure that all records and case notes are kept up to date, distributed and filed in accordance with the school's procedures, and that appropriate levels of confidentiality are maintained
- To liaise, and maintain good working relationships with other staff, parents, carers, outside agencies etc. as required
- To promote respect, self-esteem and a positive, inclusive ethos for all students and staff throughout the school
- To maintain a high standard of display and promotional material to enhance the standard of appearance of the resource centre in order to provide an attractive environment conducive to achieving optimum use
- To support students using the resource centre for home/independent study
- To plan and deliver extra-curricular activities for students to encourage active resource centre use and engagement in reading including developing student leadership opportunities
- To support subject teachers by selecting resources tailored to specific lessons
- To liaise with teaching staff where relevant in the planning and development of schemes of learning linked to language, literacy or information skills
- To provide support to staff through assistance in lessons and updating displays etc.
- Scribing and / or reading in internal / supporting set up for external exams for those students who have been granted special arrangements
- Attend and contribute to meetings relevant to post
- Undertake necessary pastoral duties and administration
- To take responsibility for personal professional development, making full use of advisory services and maintaining a high level of awareness regarding developments in education
- Any other duties that may reasonably be regarded as being within the nature of the duties and responsibilities of the post, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.

Person Specification

	Essential	Desirable
Qualification and CPD		
5 GCSEs, or equivalent, at grade C/4 or above (including English and Maths)	✓	
Recognised degree OR professional qualification in a field relevant to education	✓	
Further qualification or commitment to undertake training in supporting SEND students		✓
Qualification in Emotional Literacy Support		✓
Clean Driving Licence	✓	
Training in Lexia, Accelerated Reader and phonics	✓	
Experience, Knowledge and Skills		
Supportive of the ethos and values of the school	✓	
Excellent interpersonal skills	✓	
Self motivated and organised	✓	
The ability to encourage and motivate students	✓	
Competent use of ICT	✓	
Excellent Literacy and Numeracy skills	✓	
Excellent verbal and written communication skills	✓	
Flexible approach to working	✓	
Willingness to take a full role in the life of the school	✓	
Qualities to be a positive role model to all students	✓	
Ability to understand and support children with SEND.		✓
Experience of working with parents and carers to support students at home	✓	
Excellent health and attendance records	✓	
Experience of working with outside agencies to support students	✓	
Experience of supporting students in lessons particularly SEND	✓	
An understanding of the role of reading and literacy in the school curriculum across all subjects and implementing literacy and numeracy strategies	✓	
Knowledge of Safeguarding Policies and Procedures	✓	