



River Tees Multi Trust
Position: Personal Development Lead
Reporting to: Regional Standards Leader and/or Headteacher
Salary: 22-24, Term time only plus 3 weeks (£24,451-£25,926 actual salary)

River Tees Multi Academy Trust

Position: Personal Development Lead

Location: River Tees Academies (initially based at home and hospital teaching)

Grade: 22-24

Hours of work: 37 hours per week, term time only plus 3 weeks

Start Date: As soon as possible

At River Tees Multi-Academy Trust, learning is at the centre of everything that we do. We work with the most vulnerable children and young people, helping them to re-set their learning journey to achieve better outcomes and life chances in the short and longer term. It is recognised that each learner requires a unique setting and support programme to help them back into either mainstream education or a specialised educational setting.

The Trust believes that Alternative Provision (AP) should give every learner the chance to be the best that they can be. We believe that this is achieved through the removal of barriers to learning, and the delivery of personalised programmes which lead to valued and valid qualifications.

River Tees Multi-Academy Trust is dedicated to providing high quality education through an innovative structure, so that vulnerable students have access to advanced and energising centres of learning. They are supported to develop lively and enquiring minds, whilst ensuring that they feel safe and valued in an inclusive environment. The ethos of inclusion is central to all of the work of the trust in helping young people to achieve aims and ambitions.

The role of Personal Development Lead at River Tees Academies is to be accountable for ensuring that all students in the centre are supported by effective pastoral systems to make outstanding academic progress within the wider context of their full personal and social development.

Application form to be sent to HR@rtmat.org.uk

Closing date: 29th January 2021

Interview date: TBC



Job Description

KEY ACCOUNTABILITIES:

Be committed to working as part of a cohesive, supportive and forward-thinking team of middle and senior leaders which has a shared vision to:

- Raise student attainment so that all students successfully progress through the academy to return to their mainstream school, further and higher education or quality employment
- Support all staff to achieve high standards of teaching and learning
- Place the academy and its facilities and resources at the heart of the community it serves.
- Model the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the academy and leading by example.
- Ensure that the personal and social development of students results in responsible and active citizens graduating from the academy
- In collaboration with others, review the impact of actions taken and respond accordingly
- Play a key role in ensure effective implementation of the academy's safeguarding and equal opportunities policies

KEY TASKS:

- Report and monitor any safeguarding concerns.
- Contact parents when required regarding progress, transition and strategies to support their child.
- Participate actively in the quality assurance of students' learning including those accessing a blended provision.
- Deliver intervention programmes in school (using e-learning and remote support as required) with individuals and small groups.
- Support learners to access existing youth provisions outside of the school day
- Monitor and take appropriate action regarding the attendance, punctuality and behaviour of students.
- Liaise regularly with other staff including the SENCO to effectively support students with additional needs.
- Monitor behaviour and ensure appropriate support is in place to help students move towards managing their own behaviour more effectively.
- Cover for any teachers who may be absent within the academy.
- Support the learning of students in class and through blended models.
- Deliver successful learning and support strategies for individual learners.
- Ensure that liaison with all appropriate outside agencies takes place. Complete associated documentation such as referrals and transition documents. Identify instances where professional challenge is needed to outside agencies.
- Organise key events such as parent and community engagement, educational visits and activities in the school holidays.

- Lead and/or organise assemblies.
- Record all actions on MIS.
- Review all incidents on MIS and refer accordingly to Regional Personal Development Lead and the Senior Leadership Team.
- Provide analysis and guidance regarding individual student behaviour.
- Contribute to, evaluate and develop the Academy's PSHCEE, SMSC and social and emotional development activities.
- Provide regular feedback on individual learners, collating and co-ordinating information.
- Develop student voice.
- Deliver a positive mentoring programme to help address barriers to engagement.

GENERAL / MISCELLANEOUS

The above duties and responsibilities cannot totally encompass or define all tasks which may be required of the incumbent. The outlined duties and responsibilities may, therefore, vary from time to time without materially changing either the character or level of responsibility; these factors are reflected in the post grade.

All employees are expected to demonstrate a commitment to the principles of equal rights both in relation to employment issues and service delivery and to adhere to the policies of the Council in performance of their duties.

All employees are expected to respect all confidentiality and principles and practice of the Data Protection Act.

All post holders are required to comply with Health and Safety policies and legislation.

Person Specification

FACTOR	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • GCE A Level or equivalent qualifications • GCSE Grade C or above in both Mathematics & English • First Aid qualification or willingness to undertake training • A counselling qualification or other therapeutic qualifications or willingness to undertake training 	<ul style="list-style-type: none"> • Degree or equivalent • Evidence of recent, relevant continuing educational professional development • Team Teach trained
Experience	<ul style="list-style-type: none"> • Experience working with young people • Experience of leading and directing staff • Experience working in education. • Previous contribution to staff professional development 	<ul style="list-style-type: none"> • Experience in pastoral/student personal development, within a robust whole school safeguarding culture • Experience of Ofsted processes • Experience of delivering intervention
Knowledge and Skills	<ul style="list-style-type: none"> • Able to relate to all students in a positive and constructive way and inspire them to achieve. • Have relentlessly high expectations of students in terms of learning, achievement and behaviour • Ability to use of a range of tools and evidence to support, monitor, evaluate and improve student progress • Demonstrable ability to encourage student and parental involvement 	<ul style="list-style-type: none"> • Coaching & Mentoring Skills • Evidence of involvement in whole school initiative or development. • Knowledge and understanding of the SEND Code of Practice • Knowledge of effective practice for conflict resolution • Understanding of Child Protection and safeguarding practice and responsibilities

		<ul style="list-style-type: none"> • Knowledge and understanding of the principles and practices of performance management for all staff • Knowledge and understanding of supporting young people with mental health difficulties
Other	<ul style="list-style-type: none"> • Able to work effectively as part of a team. • Ability to empathise with young people. • Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion • An ability to be flexible, creative and solution focused. • Effective organisational skills and the ability to prioritise workloads and manage competing demands. • Resilience, the ability to work under pressure and able to meet deadlines • Ability to work independently outside of the usual school hours 	<ul style="list-style-type: none"> • Evidence of own continuous personal and professional development • Car and business insurance to transport pupils where necessary.
Commitment to Equal Opportunities	<ul style="list-style-type: none"> • Commitment to equal opportunities and the ability to recognise the needs of different service users 	

RTMAT WELL-BEING OFFER



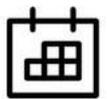
Complementary tea and coffee making facilities.



A buddy for new staff who join RTMAT.



Wellbeing events for all staff



Deadlines well publicised and annual calendar consultation



Complementary Christmas lunch provided for all staff each year



Measured approach to lesson observation, drop-ins and work scrutiny.



The opportunity to make a real difference to the lives of disadvantaged and vulnerable learners.



On-site free parking where possible



SLT open door policy at all times



Greater PPA time than national



Staff social and sporting activities



Flexible and generous approach to family appointments, children's events etc.



Personal ICT equipment (iPad or Macbook)



Opportunities for career development always considered



No student or class data is collected for data's sake



Staff marking & workload group guide and develop policy



Counselling service free to all staff both in house and externally



Comprehensive training and development offer



Dedicated classroom wherever possible for all teaching staff



Cake, laughter and friendship

How to Apply

For more information or to request an application form, please email HR@rtmat.org.uk.

If you would like any further information on this post, you can contact Robyn Bulmer on 01642 213799.