

Briefing Pack for Applicants Academic Intervention Mentor



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

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May we take this opportunity of thanking you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event may we wish you every success in any future applications you make.

Post Advertisement

**Ecclesfield School
Chapelton Road
Ecclesfield
Sheffield
S35 9WD**



Academic Intervention Mentor

37 hours per week, Term Time Only + 1 week

Grade 5 - £18,486 - £21,629 (Full time Equivalent Salary £21,074 - £24,657)

To start: As soon as possible

Ecclesfield School is a larger than average secondary school based in the north of Sheffield close to motorway links and networks. The school has been given a good judgement by Ofsted and is building further on this status. There is confidence and optimism in the school and a rapid pace of improvement.

The governors wish to appoint to the role of Academic Intervention Mentor who will be a key addition to the schools growing support provision which complements the professional work of classroom teachers by taking responsibility for delivering agreed intervention sessions as part of the school's Inclusion Team. As Academic Intervention Mentor you will:

- Organise, develop and deliver personalised intervention activities which enhance the learning of students who are not making expected progress particularly in English, Maths and Science and other subjects where directed.
- Liaise with classroom teachers and individual students to agree learning targets and devise action plans to support attainment.
- Provide feedback to students in relation to progress and achievement and where appropriate meet with parents to encourage parental participation and ensure that they have full knowledge of student progress.
- Work across the inclusion team and facilities in school to develop expertise and programmes to meet the needs of students.
- In some cases, be prepared to work with students in their home where appropriate.

You will have:

- Excellent numeracy and literacy skills
- A successful and proven track record in a role which supports student and parents
- Previous experience of working with young people.
- Academic and/or professional qualification appropriate to the level of responsibility and accountability with the role.

If you have the passion to positively contribute to our ethos and have the drive to make a difference for our students and parents, then we would like to hear from you.

For further information about Ecclesfield School and this post please contact Rachel Sutcliffe by emailing: rsutcliffe@eccoschool.com

Closing date: Friday 22 June at 9 am
Interviews will take place W/C 25 June 2018

Ecclesfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a DBS form in line with Section 115 of the Police Act 1997.

Section 2 - About Ecclesfield School

OUR ETHOS

Ecclesfield School understands the power of education to transform lives, communities and society.

We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed. We will protect their childhoods, allowing our learners to carry their innate creativity, inquisitiveness and sense of wonder about the world throughout their lives.

Ecclesfield School recognises the importance of students leading rich and diverse lives and will encourage them to seize the opportunities available to them as a means of celebrating the joy and brief wonder of being young.

As staff at Ecclesfield School, we recognise the privilege we enjoy in working with every member of our community. We see it as our public duty to serve this community and to deliver for the students of High Green, Chapeltown and Ecclesfield outstanding outcomes and extraordinary experiences.

ABOUT US

Ecclesfield is a school undergoing rapid and sustained change. In October 2013, the school underwent a full Ofsted Inspection and was graded 'Good' for the second successive time. In the last three years, examination results have been mixed. Our commitment to delivering a broad and balanced curriculum to all learners has seen a significant increase in the numbers of students entered for the EBacc suite of subjects (63% of all students) and an above average 29% of students securing higher grade passes across the full suite of qualifications. Likewise, our personalised provision and strong commitment to all learners studying high-quality qualifications has seen 97% of students achieve 5+ passes at A*-G including English and Maths at GCSE alone, a full 36% above the national average. Recent years have seen core departments' results fluctuate to the extent that outcomes for 2016 leavers fell from 53% to 49% at the crucial 'basics' measure. The broad strength of the school, however, is indicated by a Progress 8 only slightly adrift of national average. We are fully confident that plans and forecasts for outcomes in 2017 will re-establish a positive P8 and demonstrate that Ecclesfield continues to be a Good school delivering an excellent, rounded education for all.

Ecclesfield School is popular and over-subscribed all-ability, 11-16 school and we are proud to be a fully comprehensive reflection of this community. Our intake is drawn largely from north-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ecclesfield School adopted academy status in April 2014.

We serve a fairly stable community: a good number of our students live in owner-occupied housing and there are reasonably good employment prospects locally. Many parents commute to work in central Sheffield. Around 25% of our students are entitled to free school meals and a low number of parents have higher education themselves. Our intake, whilst not unusually disadvantaged, is not particularly advantaged. Ability on intake is broadly average. The ethos of the school, printed above, is one of caring and mutual respect, and relationships between staff and students are good. We have a truly comprehensive intake and aim to serve all of the school community in all of our work.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning.

Ecclesfield has an extremely effective Senior Leadership Team, comprised of ten colleagues - the Headteacher, two Deputy Headteachers, the School Business manager, four Assistant Headteachers and the Directors of Maths and English, all of whom have responsibilities, which are kept under review. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has a well developed, distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Our Governing Body has developed into a hard-working and supportive body, ready to scrutinize and challenge the work of the school. Aply led by Chair, Rob Walker, the Governing Body works primarily through a series of committees, each supported by a member of the Leadership Group. There is a growing group of governors who take on 'link' roles and are beginning to work effectively with a range of key personnel within the school.

All teaching staff belong to departmental teams led by Curriculum Leaders who meet regularly as a group. Regular departmental meetings are also calendared.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. In September 2014 we moved to a system of Vertical Mentoring, where smaller forms of 23 are formed from students across all 5 year groups. Under Vertical Mentoring, all teachers act as mentors or (in the case of members of the support staff) associate mentors, attached to vertical form groups. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time but we have now established a senior prefect group drawn from Year 11 and also appointed Head Boy, Head Girl and deputy head boy and girl positions from within that group. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

These Vertical mentor groups are joined in Houses of 15 forms and we are keen to develop this house system to afford our students all the benefits and challenges of a supportive and competitive framework.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology and RE. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths and English lessons, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (Double Award), and PE with four further option subjects available. These include Art, Business Studies, Drama, Geography, History, ICT/ Computing, Music, P.E. and Religious Studies. Students can opt for Applied GCSEs in Sport, Music and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, history and geography popular option choices. Our most recent RAISE report shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

The school is being transformed. We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school towards outstanding within two years by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: www.ecclesfield-school.com

Section 3 - Job Description



JOB DESCRIPTION

CHILDREN AND YOUNG PEOPLE'S DIRECTORATE	The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
POST TITLE	Academic Intervention Mentor
GRADE	5
HOURS	37 Hours per week Term Time + 1st Week of Summer Holidays (40 Weeks)
RESPONSIBLE TO	Assistant Headteacher (Operational performance) Personalised Learning Manager / SENCO (Line Management)
RESPONSIBLE FOR	N/A
PURPOSE OF JOB	To complement the professional work of classroom teachers by taking responsibility for delivering agreed intervention sessions as part of the school's Inclusion Team
RELEVANT QUALIFICATIONS	GCSE Grade C or above in English and Maths and at least 1 level 3 qualification or equivalent

SPECIFIC DUTIES AND RESPONSIBILITIES

The postholder must at all times carry out his/her duties and responsibilities within the spirit of Ecclesfield School and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

SUPPORTS FOR STUDENTS

- Take a lead role in developing and delivering personalised intervention activities which enhance the learning of students who are not making expected progress, particularly in English and Maths by working with them in 1:1 withdrawal and/or small group situations.
- Support students in the implementation of their action plans and help them to overcome barriers to their learning.
- Develop productive 1:1 and small group working relationship with students, acting as a role model and setting high expectations.
- Encourage students to interact and work co-operatively with others.
- Use ICT effectively to support learning activities and develop student competence and independence in its use.
- Provide feedback to students in relation to progress and achievement and where appropriate, meet with parents to encourage parental participation and ensure that they have full knowledge of student progress.
 - Work across the inclusion team and facilities in school to develop expertise and programmes to meet the needs of students.
 - In some cases, be prepared to work with students in their home where appropriate.

SUPPORT FOR TEACHERS

- Liaise with classroom teachers and individual students to agreed learning targets and devise action plans to support students' attainment, particularly in English and maths.

SUPPORT FOR THE CURRICULUM

- Liaise with Line Manager (Manager of Personalised Learning Provision) on a weekly basis and with other staff as necessary. Collaborate with staff to share best practice, monitor progress and evaluate initiatives.
- Keep careful records of interventions, undertake assessments, track students' progress and prepare reports as requested by the designated member of the school's leadership team.

SUPPORT FOR THE SCHOOL

- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence and employing strategies to recognise and reward achievement.
- Participate in and contribute to in-school professional development programmes and undertake own research about appropriate and effective intervention strategies.
- Become familiar with and implement staff codes of conduct and relevant school policies including those for child protection, equal opportunities, inclusion, behaviour and homework.
- Attend and contribute to meetings which relate to the role.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Work closely with the school staff to ensure that the regulations and requirements of the external examination boards are met.

GENERAL:

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

Individuals must be aware and comply with policies, procedures and practices relating to the safeguarding of children, security, confidentiality and data protection.

All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The post holder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.

School has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees.

All duties and responsibilities to be carried out in accordance Ecclesfield School Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

ISSUE DATE: November 2016

Section 4: Person Description

PERSON SPECIFICATION

POST TITLE: ACADEMIC INTERVENTION MENTOR

<i>CATEGORY/ITEM</i>	ESSENTIAL	DESIRABLE	<i>EVIDENCE</i>
<p>Experience</p> <p>Prior experience supporting young people in an educational setting</p> <p>Prior experience developing the learning of young people.</p> <p>Prior experience contributing to the personal and social development of young people.</p> <p>Prior experience of using school based information systems.</p>		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
<p>Qualification and Training</p> <p>Minimum GCSE or equivalent level 3 in English and Maths.</p> <p>Evidence of appropriate and recent professional development related to the nature of the post.</p>	<p>✓</p> <p>✓</p>		<p>AF</p> <p>AF</p>
<p>Knowledge</p> <p>Knowledge and understanding of school or other education environment.</p> <p>Knowledge of Schools Information Management systems (e.g. SIMS).</p> <p>Basic awareness of safeguarding children/child protection legislation.</p>	<p>✓</p> <p>✓</p>	<p>✓</p>	<p>AF/I/A</p> <p>AF/I</p> <p>AF/I</p>

AF = Application Form

I = Interview

A = Assessment (documentation/practical testing)

Section 5 - The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in, and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone/fax. numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date of **Friday 22 June 2018**. Referees are contacted prior to the interview stage for teaching and some support staff posts.
8. The Interview
Interviews will take place W/C 25 June 2018. Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and pupils and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback
Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Authority's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application the completed form and covering letter should be forwarded by **9 am on Friday 22 June to jholliday@eccoschool.com**

Section 6 - Visitors to Ecclesfield School

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/ Chapeltown into central Chapeltown. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapeltown.

By Train

Chapeltown station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapeltown.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 metres until reaching the T-junction with Chapeltown Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 metres travel.

By Train

Chapeltown station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapeltown.