

Briefing Pack for Applicants

Alternative Provision Manager (Maternity Cover)



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 to thank 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 we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Alternative Provision Onsite Manager (Maternity cover)

Salary: NJC Grade 6, Scale Point 21 to 26, £26,975-£30,984

Actual Annual Salary: £23,662-£27,179

Contract: Full-time, 37 hours per week, 40 working weeks

Start date: July 2022

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is developing this partnership and making rapid improvements for our students and community.

We are seeking to appoint an Alternative Provision Onsite Manager to cover maternity leave. We are looking for someone who can work as part of a team to ensure the highest delivery of service. The successful candidate will join an exceptional team of support staff. Teamwork and the community are at the heart of what we do.

If you have the passion to be a key part of the Support for Learning team, are able to positively contribute to our ethos and have the drive to make a difference for our school, we would like to hear from you. Candidates are encouraged to visit the school or have an informal discussion about the role with Mrs E Martin, Assistant Headteacher. Arrangements for this can be made by contacting Mrs J Revill, Headteacher's PA, via e-mail jrevill1@eccoschool.com

Closing Date is 9:00am on Tuesday 17th May 2022 and interviews will take place on 19th May 2022. The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check.

Further information is available by contacting Mrs Revill via jrevill1@eccoschool.com The application form and information pack is available on the school website www.ecclesfield-school.com **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School joined the Minerva Learning Trust in December 2017. The school is currently experiencing a period of transformation and change.

Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application.



Richard Walkden
Headteacher

Section 4: 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. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

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.

ABOUT US

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. The school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. 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 per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

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.

The Senior Leadership Team is comprised of eight colleagues – the Headteacher, two Deputy Headteachers and five Assistant Headteachers, supported by the Business Support Manager and Central Team for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

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. All teaching staff belong to departmental teams led by Curriculum Leaders.

Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. 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.

The School is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body works through a series of committees, each supported by a member of the leadership group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

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, RE, Art, Music, PE and Technology. 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, all subjects are taught for the year in mixed-ability teaching groups.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA 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 performance indicators 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 more than 170 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.

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 forwards 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 5: Job Description



Job Description



Minerva Learning Trust 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

Alternative Provision (Onsite) Manager

SALARY RANGE

Grade 6

RESPONSIBLE TO

Assistant Head Teacher, Alternative Provision

LOCATION

Ecclesfield School

PURPOSE OF JOB

- To manage and oversee the areas of Alternative Provision onsite, in its day-to-day operation, ensuring the provision is effective, appropriate and meets the needs of all students who access it.
- Ensure the Alternative Provision at Ecclesfield supports the schools behaviour policy.
- Work alongside the Pastoral team to increase student engagement and reduce absence and exclusion rates, for some of our most challenging students.
- To raise attainment for those students most at risk of underachievement, through the delivery of bespoke learning and enrichment programmes for these students, and reduce the number of students with limited qualifications who are vulnerable to becoming NEET.

RELEVANT QUALIFICATIONS

Minimum of 5 GCSEs including English and Maths
Evidence of Level 3/Level 4 qualifications in a relevant field
Good standard of literacy and numeracy.
Experience of working with vulnerable and disaffected children within a school setting.

Job Description for the post of: Alternative Provision Manager (Maternity Cover)**Specific Duties & Responsibilities**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

Key Responsibilities

- To ensure areas of Alternative Provision at Ecclesfield (The Bridge, Curriculum Plus Provision, Quiet room and KS3 provision) are staffed, resourced for learning and operational on a daily basis.
- Line management of the support staff (Academic Intervention Mentors) that work across the different areas of Alternative Provision.
 - a. Lead morning briefings to the team, outlining the staffing plan for the day, including any key focuses that are required from each staff member within the different areas of provision and any other relevant items on the agenda for the day.
 - b. Direct the Academic Intervention Mentors in their planning and delivery across each area of the provision to ensure successful outcomes are met for students from the interventions they carry out.
 - c. Lead half termly team meetings with the Academic Intervention Mentors, providing feedback on the delivery from staff across the provision and agreeing on objectives going forward.
 - d. Respond to any staffing matters that arise day to day within the team.
- Ensure the AP supports the schools behaviour policy.
 - a. Support delivery of a Bespoke behaviour policy within the Bridge.
 - b. Hold regular reviews of the Bespoke behaviour and rewards system with the Bridge, gaining feedback from teaching and support staff who deliver within the areas, and implement any changes where required.
 - c. Ensure sanctions for poor behaviour within the areas of provision are agreed with year teams and communicated with parents.
 - d. Attend Re-admittance meetings for any students accessing the areas of AP, drawing up agreements with parents regarding action plans going forward.
- To write and update documentation in collaboration with the AHT for Inclusion which supports the smooth operation and routines of AP in school i.e. Alternative Provision Handbook and support where appropriate on behaviour and safeguarding policies.
- Develop and maintain accurate records ensuring all children who access the different areas of provision have a clear and documented entry and exit pathway (where required).
- Monitor and track progress of all students accessing the different areas of provision, ensuring targets are set each half term and reviewed.
- Ensuring excellent communication and ongoing liaison with all staff (both teaching and support staff) that deliver in the different areas, to ensure the Alternative Provision runs effectively and students are making progress.
 - a. Meet with Curriculum leaders to support with curriculum planning across the different areas of provision, to ensure it meets the needs of the students placed in there.

b. In collaboration with the AHT to lead on sessions with teaching staff placed within the areas of AP, to offer guidance on inclusive and flexible approaches to teaching within an AP model, in order to get the most successful outcomes for some of the most disengaged students within the school.

- Facilitating home/carers- school links, including daily/weekly phone calls, meetings and home visits, where agreed, to ensure barriers to learning are broken down and the behaviour is management of behaviour is effective.
- Promote high expectations of students and their emotional, social and behavioural well-being, based on clearly expressed and understood expectations of the students with the use of agreements and contracts as appropriate.
- To work collaboratively with the Inclusion and Safeguarding teams to ensure all student behaviour within the Alternative Provision is dealt with effectively and that students at risk are identified and any safeguarding concerns are raised and documented.
- To attend the Inclusion Link and RAP meetings to present feedback on student engagement and offer advice and guidance where needed for any new referrals being considered for Alternative Provision, where barriers to learning need removing.
- To communicate and collaborate with all stakeholders to reduce/eliminate fixed term exclusions, for students accessing the AP, and offer bespoke programmes to reduce the school's Permanent Exclusion figure.
- Ensuring appropriate, relevant, curriculum work is provided/delivered to students who access the different areas of AP.
 - a. Liaise regularly with CL's and AHT for Curriculum regarding course entries across each of the different areas, where decisions need to be made for the group or individual students around entries, to maximise opportunity for achievement and a positive level of engagement with learning.
 - b. Liaise with AHT and complete any paperwork where courses changes and withdrawals are required.
 - c. Ensure all students within the areas of AP are full informed about curriculum changes and progress they are making against agreed targets each half term.
- Write and provide half termly reports across for all areas of Alternative provision to Assistant Head Teacher of Alternative Provision.
- Write and provide an end of year report, for the different areas of AP, showing impact for key performance indicators, to AHT for Inclusion.
- To support the AHT for Inclusion to quality assure all aspects of Alternative Provision.

Main duties- The Bridge

- To manage and ensure that the timetabling is accurate on a daily basis and deal with any staff absence when it arises (both teaching and support staff), making temporary adjustments to the timetable where needed.
- Ensure that all staff working within the Bridge implement and uphold the Bespoke Behaviour and Rewards system for the Bridge, including: Individual target sheets each week, weekly merit prizes and arranging an end of half term reward trip.
- To oversee and ensure that the curriculum meets the needs of the students within the provision, through student voice and regular staff feedback.

- To oversee the planning and delivery of the Princes Trust programme within the Bridge as part of the enrichment offer, and co-ordinate any external visits (including completion of all risk assessments) that take place as part of the programme.
- Provide individual and group support for students to develop self confidence and self-esteem and promote positive attitudes to learning.
- Mediating between students and staff where relationships have broken down.
- Providing moral guidance, acting as a role model and mentor.
- To monitor the attendance of students accessing the Bridge and provide immediate response in the event of any absence, such as phone call home, liaison with pastoral team or MAST worker involved.
- Make and manage the team, to carry out weekly phone calls (or daily if needed) to update parents on the progress their child has made and any areas of concern.
- To be on call for the Bridge throughout the day, where behaviour incidents have escalated and intervention is required to resolve a situation (removal of students where required).
- To arrange and attend parental meetings alongside the AHT for Inclusion for any new referrals to the Bridge, to ensure that the Bridge Behaviour Contract is discussed and signed by all stakeholders.
- To write a half termly report to ensure that the impact of the Bridge is documented, measuring progress against key performance indicators for each student. In addition to completing live case studies for a select number of students.
- To investigate opportunities and source external support to deliver programmes to students who access AP so that their wider personal development is enriched.
- To ensure that the Bridge audit is completed and up to date each half term, containing: subject overviews, subject specific targets and personal targets for each student.
- To arrange termly progress days, alongside the AHT for Inclusion with parents to update on student progress.

Main Duties- The Curriculum Plus Provision

- To create, review and update a timetable for the CPP, taking into account Core teaching staff capacity.
- Overseeing the timetable on a daily basis and deal with any staff absence when it arises (both teaching and support staff), making temporary adjustments to the timetable where needed.
- To meet with CL's in Core departments re the requirements for curriculum delivery within this area of AP, to ensure the needs of the students are being met.
- To manage and co-ordinate the delivery of provision by the AIMs for the 'Options focus' periods, where no teaching staff are on timetable, and ensure that the AIMs are liaising with departments for these option subjects regarding outstanding portfolio work and individual targets are added to the audit and reviewed at the end of each half term.

- To ensure effective student and parental feedback takes place against agreed targets each half term (or more often if required).
- Liaise with the Data team and AHT for Curriculum to ensure that all grading is inputting for each DC for these students accessing the CPP, across all subjects, and to complete any withdrawal forms where necessary for these students, based on decision's reached in the RAP meetings.
- To plan (within the CPP) for any examinations, and make arrangements for: daily parental contact where required, any pickups for exams where required and staffing for the rooms required.
- To ensure that all of the year 11's on timetable within the CPP are provided with support during registration time for Sheffield Progress and one hour each afternoon is assigned to 'Careers focus time', where activities are planned by the AIMs delivering the session
- To manage and coordinate a meeting with the schools link for CYT to discuss the RONI referrals that will be made at the start of each school year, and co-ordinate across the year 11 pastoral team the completion of these referrals taking place.
- To complete any CYT referrals for any students accessing the CPP.

Main Duties- The Quiet room

- To manage and oversee the timetable within the Quiet room, ensuring appropriate staffing levels are in place.
- To act as a gatekeeper for the Quiet room, monitoring the referrals being made to this area of AP and ensuring that there is a clear entry and exit pathway.
- To manage the AIMs in their delivery of provision within this area. To ensure successful outcomes are being achieved for each student.
- As this area of AP is used primarily to re-integrate students with mainstream following long term absence, to work alongside to relevant pastoral year team and any external agencies to ensure there is a support plan in place to phase students back into mainstream.
- To oversee the completion of the audit for this area of AP, highlighting the curriculum focus for each student, through half termly targets. Ensure all targets are communicated with students accessing the provision through learning logs.
- To liaise with departments re student progress and make any requests for further resources or guidance to ensure the Academic Intervention Mentors' can support students effectively.

Main Duties – KS3 Provision

- To manage and oversee the timetable within the KS3 step out programme, ensuring appropriate staff levels are in place.
- To act as gatekeeper for the KS3 provision, monitoring the referrals being made and ensuring there is a clear entry and exit pathway.
- To manage the AIMs in their delivery of provision within this area.
- To ensure successful outcomes are being achieved for each student.

- As this area of AP is used primarily to re-integrate students with mainstream, to work alongside to relevant pastoral year team and any external agencies to ensure there is a support plan in place to phase students back into mainstream once the programme is complete.
- To oversee the completion of the audit for this area of AP, highlighting the curriculum focus for each students, through half termly targets. Ensure all targets are communicated with students accessing the provision through learning logs.
- To liaise with departments re student progress and make any requests for further resources or guidance to ensure the Academic Intervention Mentors' can support students effectively.



Other Tasks

- To ensure all the areas of AP are appropriately resourced and act as the Budget holder for the AP fund available (for stationary, IT equipment, rewards, trips etc).
- To complete all planning and risk assessments for any trips or site visits completed by the students accessing the AP as part of enrichment.
- To attend the Inclusion Year team meetings and RAP meetings to deliver feedback on the progress being made by any students accessing the provision and discuss any new potential referrals.
- Working alongside the MALP for SEND department to complete myplans and ISPs for any students accessing the areas of AP and attend any review meetings where applicable.
- Undertake home visits in partnership with pastoral team members for students accessing the AP where absence has become a concern and working closely with families and others to achieve regular attendance for these students.
- To attend TAF meetings (and at times CIN meetings/LAC reviews) for students that access the AP (where appropriate), to deliver feedback on student progress and any concerns that need raising around engagement.
- The complete the continuous professional development reviews with all of the Academic Intervention mentors, ensuring all documentation is completed throughout the year and professional development opportunities are sought.

General

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an Alternative Provision appropriate person.
2. To actively participate in continuous professional development and act as a positive role model across the Trust
3. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
4. This job description will be kept under review and may be amended via consultation with the individual, Chief Executive and Trustees as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification

	<h1>Minerva Learning Trust</h1> <h2>Person Specification</h2>	
Post title: Alternative Provision (Onsite) Manager		
Minimum Essential Requirements	Method of Assessment	
QUALIFICATIONS AND TRAINING		
Minimum GCSE or equivalent level 3 in English and Maths	AF/I	
Level 3 qualification in relevant field	AF/I	
KNOWLEDGE AND EXPERIENCE		
Knowledge and understanding of school or other education environment	AF/I	
Knowledge of Schools Management Information Systems (for example, SIMS)	AF/I	
Prior experience supporting young people in an educational setting	AF/I	
Prior experience developing the learning of young people	AF/I	
Experience in the use of electronic communications e.g. e-mail	AF/I	
Understanding of the educational sector	AF/I	
PROFESSIONAL DEVELOPMENT		
Evidence of a commitment to continued professional development	AF/I	
Willingness to participate in professional development	AF/I	
SKILLS		
Excellent verbal and written communication skills	AF/I	
Excellent interpersonal skills – able to deal effectively with a wide range of people at all levels	AF/I	
Excellent word processing skills (Microsoft Word)		
QUALITIES AND ATTRIBUTES		
Flexible and able to adapt to change	AF/I	
A pleasant disposition and ability to stay calm under pressure	AF/I	
Demonstrate a positive team approach to work	AF/I	
Methodical approach to work tasks with key emphasis on accuracy	AF/I	
Ability to work on own initiative	AF/I	
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager	AF/I	
EQUAL OPPORTUNITIES AND SAFEGUARDING		
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I	
A commitment to safeguarding students.	AF/I	

Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

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 please 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 to allow full account to be taken of your experience, for example, child raising, voluntary work.
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 with regard to contact addresses including e-mail and telephone 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 statement 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. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students 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 shortlisted and 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 Trust'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 e-mailed to jrevill1@eccoschool.com by the closing date.

Section 8: 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/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton 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 center of Chapelton.

By Train

Chapelton 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 Chapelton 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 center of Chapelton.

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 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

By Train

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton 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 center of Chapelton.