



**BURTON
BOROUGH
SCHOOL**

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Candidate Information Pack

Assistant School Manager

Post Available from: ASAP

Closing Date: 25th April 2022



Welcome to Burton Borough School

Dear Candidate,

Thank you for your interest in this post at The Burton Borough School. We are an inclusive school that focusses on 'belonging' and 'thinking' and it is our firm belief that all students, no matter what their backgrounds, needs or abilities are able to succeed and reach their full potential given the right care support and guidance. We believe that all students have different gifts and we nurture these to bring out the best in each of them. Staff at Burton Borough have high expectations and the drive, commitment and passion to help young people succeed, preparing them well for the next stage of their education.



We want our students to be well-rounded and not only rely on rote so that they are able to compete with their peers not only nationally but internationally. However, in order to do this, we must model this behaviour ourselves by being lifelong learners, engaging in research, keeping abreast of new initiatives and staying at the forefront of education. We must work together in sharing best practice, reach out and help each other to develop our pedagogy to make us even stronger practitioners to help our students achieve what they are capable of. We have a fantastic CPD programme and run both the NPQML and NPQSL at Burton Borough in collaboration with Star Institute.

Mental health and wellbeing is at the top of our agenda for both students and staff and we were the first school in March 2019 to be recognised for the work that we do by Public Health England and signed the Prevention Concordat for Better Mental Health to show our commitment towards this. We were also the first school in the West Midlands to be awarded the Gold Award from the Carnegie Centre of Excellent Mental Health and an Ethical Leadership Pathfinder school.

There is a strong community feel at Burton Borough and the established smaller communities within the school ensure that our students reach their full potential. It is important to us that staff know each student and their families personally so that any potential issues are picked up quickly. In addition, we have vertical tutor groups with members from all years, which again contributes to a smaller community feel. Everybody supports one another and understands that when we work together, we instil a belief that we will achieve the best outcomes.

On top of all of this, a new modern £8 million building opened in June 2015 with the latest facilities to aid us with our teaching and learning. Due to our success, we have been asked to expand and a further £1.2 million has been invested in a new hall and extra classrooms which was completed in July 2019. Even with the increased student numbers from September 2019, we are heavily over-subscribed once again.

From the moment you walk through the doors at Burton Borough you will feel the vibrant, caring and supportive atmosphere. I look forward to meeting you if you decide that you want to join us on our exciting journey.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'K. Carter', written over a white rectangular background.

Krissi Carter
Principal

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About the School

Burton Borough is a vibrant and exciting school to work in and our successes were recognised by our recent Ofsted inspection in March 2018:

- “Behaviour is good. Pupils are respectful, polite and well mannered. Relationships between pupils and staff are highly positive”
- “Pupils look smart in their new uniform, are punctual and well prepared for lessons. As a result, learning time is hardly ever wasted”
- “The prevailing culture of mutual respect prepared pupils well for life in modern Britain. Pupils work well and socialise well together, valuing and respecting others’ views”
- “The new principal is highly ambitious for the pupils. Leaders have a clear and accurate understanding of how to make the necessary improvements to pupils’ progress”
- “Safeguarding is effective”

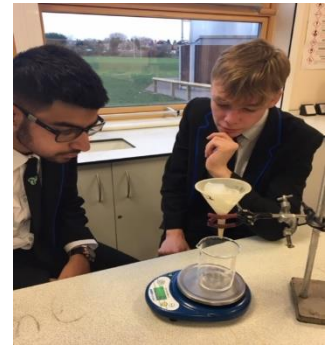
As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. To achieve this, we ensure that we continually adapt our practice and engage with research. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things. You will also be someone who views working in education as the most important job in the world, and will therefore be prepared to “go the extra mile”.

Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their NQT year or working with staff who aspire to leadership.

All staff are engaged in their own research projects that they will be sharing with the rest of their colleagues and publishing their findings in a journal. We believe the best CPD is CPD that is bespoke and tailored to your interests and needs. Research projects this year vary from subject specific research, wellbeing and mental health and leadership and management to name a few.



Job Description

Job Purpose

Under the guidance of the School Manager and Head of School to undertake pastoral administrative / organisational processes within the School as required.

Assist the School Manager with the planning and development of academic and welfare services within the school and to carry out detentions and duties.

Major Tasks

- To assist the School Manager, as first point of contact for the Head of School, dealing with queries, complaints and incidents relating to students from all stakeholders including students, parents, professionals and other external bodies.
- To undertake administrative duties for the Head of School such as:
 - admin tasks associated with academic development
 - Assist with organising School trips, events, celebration evenings etc and where required, liaising with the Finance team in the collection/accountancy of monies
- Undertake typing, word-processing and complex IT based tasks
- Provide personal, administrative and organisational support to the Head of School and the Deputy Head of School, making appointments, arranging and preparing for meetings etc. and generating routine correspondence as required
- Attend and take minutes at meetings, as required
- Undertake administration of complex procedures
- accurately record and update pupil and staff information using both manual and computerised records
- Sort incoming and outgoing mail and maintain necessary records
- Comply with the development of related policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Provide general administrative support as appropriate according to the needs of the school, including recording of data on MIS/BromCom
- Lead on the provision for, and organisation of students on internal and external isolations
- Take responsibility for, and mentor a small key group of Y11 students in need of intervention
- Where appropriate and with guidance, take the lead on Early Help assessments with families
- Oversee a student's return to lessons or organise alternative arrangements.
- Assist in the monitoring of lateness by patrolling the premises at the start of the morning and lunchtime; and to ensure safe and orderly egress at the end of the school day.
- Assist in administering and supervising detentions
- Undertake duties around school at student social times
- Carry out duties as directed by the Vice Principal and wider leadership team.

Contacts & Relationships

- With students – daily
- With students' parents/carers – as required linked to incidents, complaints etc.
- With professionals linked to students – as required dependant on need/care plans etc.
- With visitors, or other external bodies – as required
- With staff within school - daily
- Establish constructive relationships and communicate with other agencies / professionals

Creativity

- Contribute to the planning, development and organisation of academic and welfare support service systems / procedures / policies within the School

- To work within the remit of the Early Help outcomes to support students accessing other support and interventions. This may include referral to external agencies
- Prepare necessary data for visits, governors meetings and weekly senior leadership meetings in relation to Behaviour, Progress and Attendance.

Decisions

- Deal with complex reception / visitor etc., matters as required
- Act as first point of contact for the Head of School and the Deputy Head of School, including telephone enquiries, receiving visitors, arranging hospitality and dealing with mail
- Act as first point of contact in dealing with stakeholder complaints, referring on to more senior staff as appropriate
- Liaising with senior staff and parents and completing incident report forms – following up incidents with students as directed.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school

Management & Supervision

- Supervise, train and develop staff and students for School tasks as appropriate
- Oversee pupils not in class or at the end of the school day as required
- Supervise the student Wellbeing leads when they are working within the office
- Manage external professions when a student/student's within the small school utilise alternative provision

Supervision Received

- Responsible to the Principal who will delegate their Line Managers to conduct annual supervision and performance management.
- Participate in the performance management system for the appraisal of their own performance, or that of other staff.
- Performance management will be with the School Manager
- Regular meetings with the School Manager, Head of School and Deputy Head of School
- Although the post holder will have directed duties, he/she is expected to organise their own workload

Complexity

- Be aware of and support difference and equal opportunities for all
- Contribute to the overall ethos / work / aims of the School
- Establish constructive relationships and communicate with other agencies / professionals
- Balancing a workload with conflicting priorities
- Balancing strict deadlines and unpredictable demands beyond the post holders control; making decisions on re-priorisation for self and others.
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others

Resources

- Operate relevant equipment / complex ICT packages (e.g. Word, Excel, graphics, database, Internet)
- Provide general advice to staff, pupils and others

- Assist with research and obtain information to inform decisions
- Assist with marketing, ethos, aspirations and promotion of the School
- Attend and participate in regular meetings
- The post holder may have access to sensitive and detailed information concerning a student and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family

Impact

- This role will impact on the overall smooth running of the whole school and the behaviour of the students within school.
- All students are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff
- The culture and ethos of the school is reflected in all activities and interactions that involve our staff on and off site
- Ensuring good behaviour and welfare requirements are maintained at school that keep students safe

Physical Demands

- This role is semi-sedentary – there will be duties around school at student social times which will involve walking and standing inside or outside the school building.
- To maintain good general health and mobility to support students indoors and outdoors when standing, sitting or moving
- Be able to work as part of a successful, hard-working, dedicated team

Working Environment

- Students maybe verbally abusive when the post holder tackles behavioural incidents.
- The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to work across the whole site.
- In the main this post works in an office/classroom setting with appropriate heat, ventilation and lighting.
- There may be occasional exposure to conditions such as would be found outside; for example travelling for meetings and site visits.
- Occasionally may deal with students and/or families regarding difficult or distressing matters which may result in receiving verbal abuse This would be referred through the Safeguarding channels in line with the school policy

Emotional Context

- The post holder may be subject to emotional demands when dealing with incidents between students, or from parents with complex needs relating to incidents.
- To be able to deal with emotionally stressful situations that may arise from working with students, families and colleagues
- To be aware of personal stress levels and alert senior staff if issues arise
- To occasionally deal with emotional / distressing information arising from unforeseen circumstances, i.e. safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead and Safeguarding Officers

Other

The post holder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The post holder will be expected to participate in training and other learning activities and performance development as required

The post holder will be expected to actively follow School policies and Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.

The post holder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.

Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> NVQ Level 3 or equivalent qualification or experience in relevant discipline
Experience	<ul style="list-style-type: none"> Experience of working in an education setting (not necessarily school) committed to the inclusion agenda Experience of working with pupils demonstrating challenging behaviours would be advantageous
Knowledge	<ul style="list-style-type: none"> Good knowledge and understanding of relevant ICT packages, including the school's specialist software /equipment / resources knowledge and understanding of range of relevant policies / codes of practice and awareness of relevant legislation Appropriate knowledge of first aid
Skills	<ul style="list-style-type: none"> Good numerical skills to undertake a variety of tasks, e.g. maintaining accounts for schools activities, producing financial reports Good literacy skills to undertake a variety of tasks, e.g. minute taking, maintaining diary(ies) producing correspondence on behalf of the Head of School and Deputy Head of School good ICT skills, e.g. production of reports, correspondence, inputting / updating information Able to relate well to children and adults, often on behalf of the Head of School and Deputy Head of School, e.g. dealing with visitors, passing information / messages to other staff, dealing with sick children, providing advice Some need to use analytical, judgmental, creative and developmental skills Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues Able to maintain confidentiality Able to work accurately and with attention to detail Alertness and concentration, e.g. producing financial information, minute taking and drafting correspondence Able to undertake short term planning, e.g. managing own workload, managing the work of others, ensuring deadlines are met, planning for school activities, e.g. school trips / sports day Able to deal with more complex queries and know when to refer to more senior staff Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these Able to self-evaluate learning needs and actively seek learning opportunities
Personal style & behaviours	<ul style="list-style-type: none"> Customer focused Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. Open, honest and an active listener

	<ul style="list-style-type: none"> • Takes responsibility and accountability • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations • Is committed to the provision and improvement of quality service provision • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive • Has the ability to learn from experiences and challenges • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.
Fluency Duty	<p>This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.</p> <p>The role will need to understand with ease virtually everything heard or read, can summarise information from different spoken and written sources and can express themselves spontaneously and very fluently and precisely, differentiating finer shades of meaning even in the most complex situations”</p>
Political Restrictions	This role is not politically restricted

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	x
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>

Safeguarding



Burton Borough School fully recognises its responsibility to safeguard and promote the welfare of student and young people. We are committed to ensuring that its students have opportunity to thrive within a safe learning and working environment. Our school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse
4. Supporting students who have been abused in accordance with their agreed protection plan
5. Establishing a safe environment in which students can learn and develop.

The staff at Burton Borough School are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were at risk as a result, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

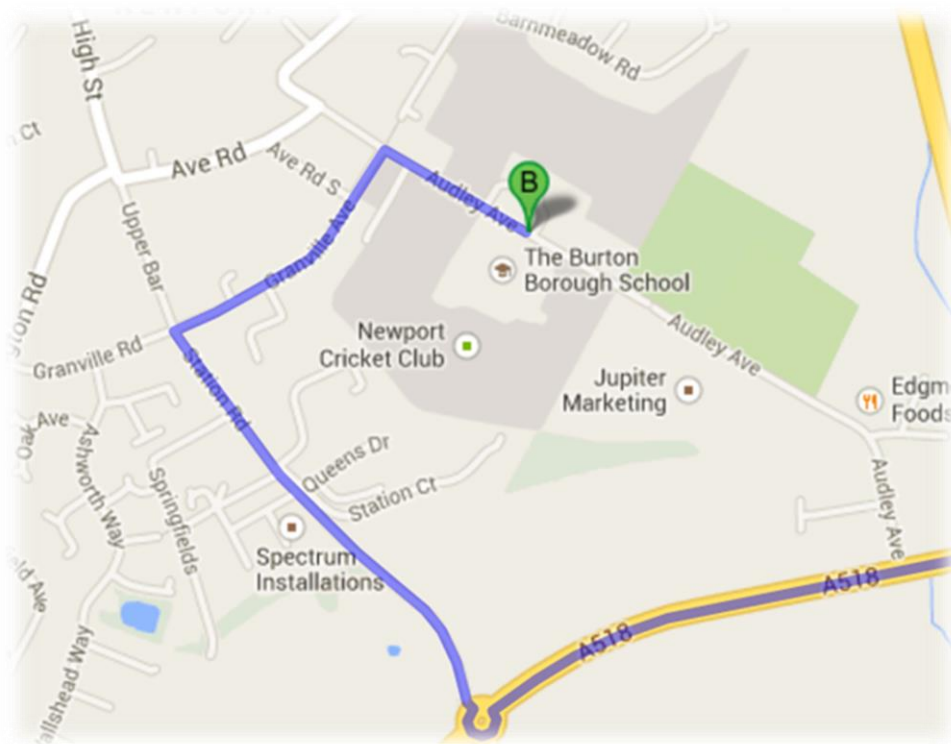
To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.



Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby. Despite this, our students are of high ability when compared to school nationally.

How to find us



From the North: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport

From the South: At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport

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FRAMEWORK FOR
ETHICAL LEADERSHIP
IN EDUCATION
PATHFINDER

