

# **DIRECTOR OF COMMUNITY**

## **RECRUITMENT PACK**

*October 2024*



# Meet our Headteacher



Welcome to our Woodlands family! I am thrilled that you are considering joining us to work alongside our dedicated staff and wonderful pupils. Let me tell you about Woodlands and our story so far.

Woodlands is a specialist provision catering for children and young people aged nine to sixteen who have Special Educational Needs (SEN), specifically Social, Emotional and Mental Health needs (SEMH). We provide education for up to 84 children and young people with EHC plans on a non-residential basis.

“This is a happy school where staff and pupils get along well and staff want the very best outcomes for pupils.” This is what Ofsted found when they recently inspected us and we are so proud that our report reflects our commitment to our children and young people, and to their families. This is a great place to work where the words “life changing” really apply to what we do. Staff are well supported, and wellbeing is not a buzzword but a meaningful outcome we want for all our staff.

There is a thread that runs through our history of being a school that supports vulnerable pupils who have often experienced trauma in their backgrounds, be that adverse childhood experiences or educational trauma before they found their way to us. In the 1940s this building was a school for Jewish Kindertransport refugees. Anna Essinger, who brought a whole school here from Nazi Germany, created a place where children felt safe and accepted and were able to learn. We want the same for our pupils today.

We believe in this approach, where high expectations are combined with high support and a “we know you can, and we will help you” attitude, will help our children and young

people achieve what we know they are capable of. As a result, Ofsted judged our Behaviour and Attitudes as “good” as well as our Personal development, testament to the bespoke support we give to each of our children and young people who consequently feel understood and valued by the adults who support them.

Our curriculum is broad, balanced and ambitious. We provide a strong academic curriculum to GCSE / Level 2 and additionally a bespoke approach through our ‘Oaks’ provision, which includes elements of the academic curriculum and also vocational learning both in school and off-site. The curriculum is centred around the needs of the child or young person set out in their Education, Health and Care Plan and is reviewed frequently.

Our ultimate aim at Woodlands is to prepare our young people for adulthood and enable them to take their next steps knowing they have the skills for independent living and the knowledge and understanding to become healthy adults who can access employment and engage positively with their communities.

More than this even, we want them to feel loved and cared for and replace their feelings of educational failure with the experience of what success feels like, knowing that they are unique and valued and can take that belief out into the world with them when they leave us.

A handwritten signature in black ink, appearing to read 'Jatayun'.

Headteacher

# Job description



## Post title

Director of Community



## Salary

Grade 10  
£34,834 - £36,648 (pro rata)



## Hours of work

37 hours / week



## Post status

Permanent

## We offer

- Excellent professional learning and support at every stage in your career, with opportunity for continued personal development through our Talent Pathway Career development opportunities including funded NPQ qualifications.
- An enthusiastic and supportive team of staff, parents and governors
- A core belief in staff wellbeing and work life balance for all, evidenced in policy and practice.
- Benefits including funded counselling, physiotherapy and GP and other medical support.
- As a school in the Marches Academy Trust teachers have opportunities to engage with staff across the Trust to support and collaborate with peers and colleagues in sharing the expertise across our family of schools.

**Responsible to:** Senior Lead for Learner Welfare

### **Outline of role:**

The Director of Community will lead the development and implementation of community engagement initiatives at Woodlands School. This role focuses on building strong relationships between the school, families, and the wider community, ensuring our learners are supported both inside and outside of school. The postholder will work to reduce risks for vulnerable children and young people, and engage families in their children's education, promoting equity, inclusion, and belonging within the school environment.

### **Key Responsibilities:**

#### **Community Engagement:**

- Develop and nurture strong relationships between the school and the local community, including external organisations, parents, and local services.
- Lead on community-based projects that foster social inclusion, diversity, and parental engagement in school life.
- Organise events, workshops, and activities to promote the involvement of families and the community in the educational process.

#### • **Family Support and Inclusion:**

- Lead the school's family support services, providing advice and interventions for families facing challenges.
- Develop programs to ensure that families, especially those facing disadvantage, have equitable access to school services and opportunities.
- Promote inclusive practices, ensuring that the school is a welcoming environment for all families and community members.

#### • **Learner Engagement and Risk Reduction:**

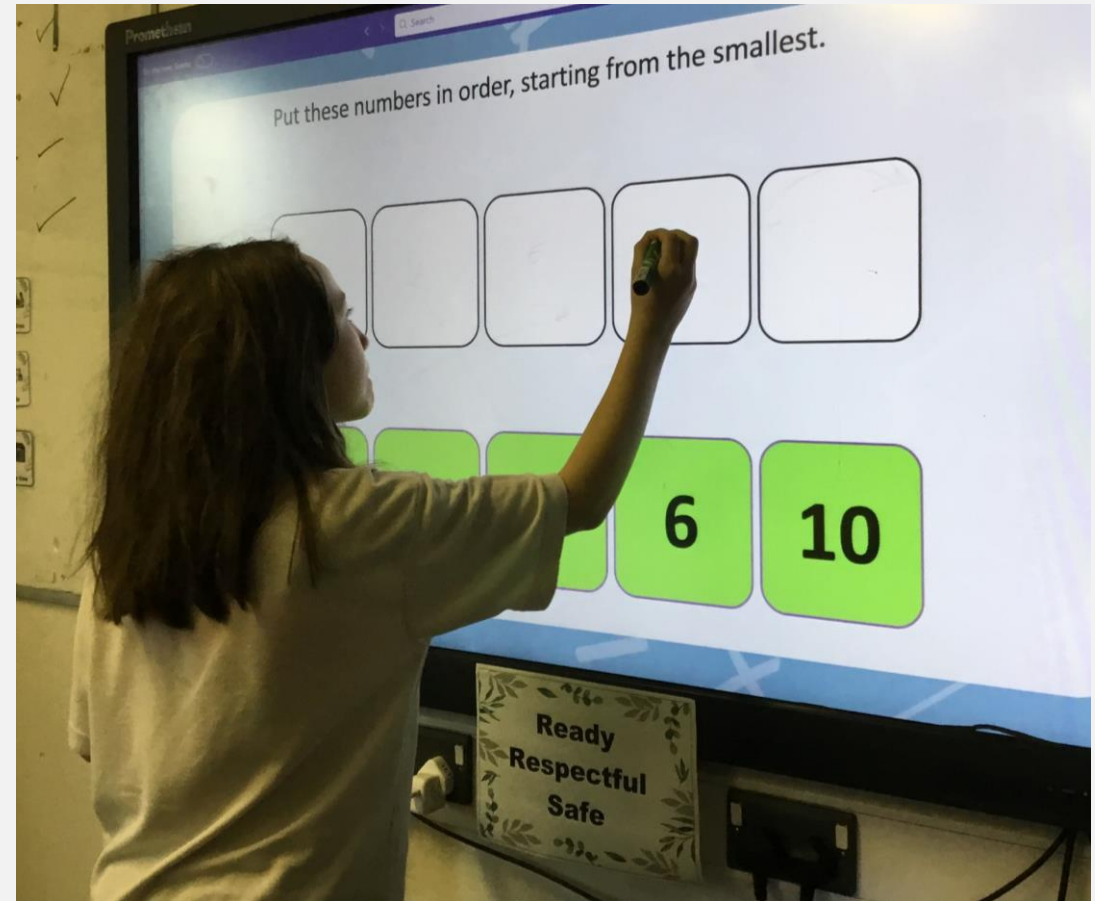
- Lead on initiatives aimed at reducing the risk of children and young people becoming disengaged from education or being vulnerable to criminal exploitation.
- Collaborate with the Senior Lead for Learner Welfare, other Directors, and support staff to identify and support learners and families in need of early intervention.
- Foster an environment where every learner feels part of the school community and has access to support services.

- **Volunteer and Community Programs:**

- Develop volunteer programs that engage parents, carers, and the local community in school activities.
- Coordinate learner leadership and community service programs that broaden the experiences of our learners, and build community responsibility.

- **Personalised Programme Delivery:**

- Plan and deliver targeted small group interventions aimed at improving learners' social, emotional, and academic development, especially those who are disengaged or vulnerable.
- Develop and implement personalised learning plans in collaboration with teaching staff to address the specific needs of vulnerable children and young people or those requiring additional support in community engagement.
- Oversee and support support staff in delivering interventions and working with small groups, ensuring consistency and alignment with broader community objectives.








- **Professional Development:**



Keep up-to-date with national and local developments in safeguarding, welfare, and pastoral care, ensuring that Woodlands School remains at the forefront of best practice.

Undertake continuous professional development and share learning with the wider school community.




# Person specification

	 <b>Essential</b>	 <b>Desirable</b>
 <b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Degree in a relevant field (e.g., community development, social work, or education).</li> <li>• Professional qualifications related to family support, community engagement, or social care.</li> <li>• Evidence of continuous professional development in areas of community or family support.</li> </ul>	
 <b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience in developing community engagement initiatives within an educational or social work setting.</li> <li>• Proven experience in supporting vulnerable families and learners.</li> <li>• Experience working with diverse communities and promoting inclusion.</li> <li>• Proven experience in delivering interventions and working with small groups in an educational setting</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
 <b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Strong knowledge of community dynamics and family support services.</li> <li>• Excellent communication and organizational skills, with the ability to work with a wide range of stakeholders.</li> <li>• Ability to use data to monitor the effectiveness of community initiatives.</li> <li>• Ability to differentiate learning and create personalised curricula based on the diverse needs of learners.</li> </ul>	

# Person specification

	Essential	Desirable
 <p><b>Personal Attributes</b></p>	<ul style="list-style-type: none"><li>• Commitment to equity, empathy, and inclusion.</li><li>• Strong interpersonal skills with a passion for building relationships with families and the community.</li><li>• A proactive and positive approach to problem-solving and supporting vulnerable learners.</li></ul>	

# Person specification

	 <b>Essential</b>	 <b>Desirable</b>
 <b>Additional Requirements</b>	<ul style="list-style-type: none"><li>•Willingness to undertake an enhanced DBS check.</li><li>•Commitment to ongoing professional development and a willingness to engage in training as required.</li><li>•Flexibility to work outside normal school hours as needed, including attending meetings and events.</li></ul>	

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviour.
- Attitudes to use of authority and maintaining discipline



# Welcome from the CEO

**This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.**

Our vision 'Achievement through Caring' is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.

*Sarah Finch*

**CEO**

The Marches Academy Trust

## **Our family of schools currently includes:**

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot's School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal



# Meet our Chair of Trustees



Alex Fry

Chair of Trustees

Thank you for your interest in this role.

The Trust is looking to appoint an individual to build on our Trust's current strengths and achievements.

As a thriving Trust serving over 6,000 students and their families in Shropshire, this a pivotal role in driving continuous improvement across our schools and will contribute to our vision of 'achievement through caring'.

Collaborative working with other schools in our Trust offers many benefits for students and staff; sharing best practice in teaching and learning, curriculum collaboration, extracurricular opportunities, staff development, finance and human resources, legal services, school improvement structures and governance arrangements.

We hope that the opportunity to shape the work of our schools and their staff to harness their professional expertise, with the goal of securing excellent outcomes, is one you would relish.

The prospect of this role goes beyond the immediate job description. The successful candidate will influence and help shape the strategy of the Trust, have the opportunity to support our ITT provision, support leadership development and career paths as well as drive efficiencies across our schools.

For the right individual, this is an exceptional opportunity. The right candidate will have no better chance of working with wonderful students, super staff and shaping our Trust into the future.

# Who we are



## Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising five secondary schools, five primary schools and one special school.

Across our Trust we have a wealth of experience to inspire and motivate children, young people and staff to be the very best they can.

Achievement Through Caring drives our Trust, and our values are shared throughout our family of schools; we work together on embedding them in everything we do.

Our Trust prides itself on delivering high quality education and connecting with our children and young people to inspire and enthuse them to learn, achieve and to be happy.

## Check out our video:

<https://youtu.be/RxuP4WDUM88>

## Interested? Here's how to apply:

<https://themarchesacademytrust.face-ed.co.uk/vacancies>

## The closing date for applications is:

Friday 11<sup>th</sup> October 2024 at 9am

## Interviews will be held:

Wednesday 16<sup>th</sup> October 2024

The Trust is committed to safeguarding and promoting the welfare of the children in our care and expect all staff to share this commitment.

A core belief in staff wellbeing and work life balance evidenced in policy and practice

# Our Trust Vision Statement and Values



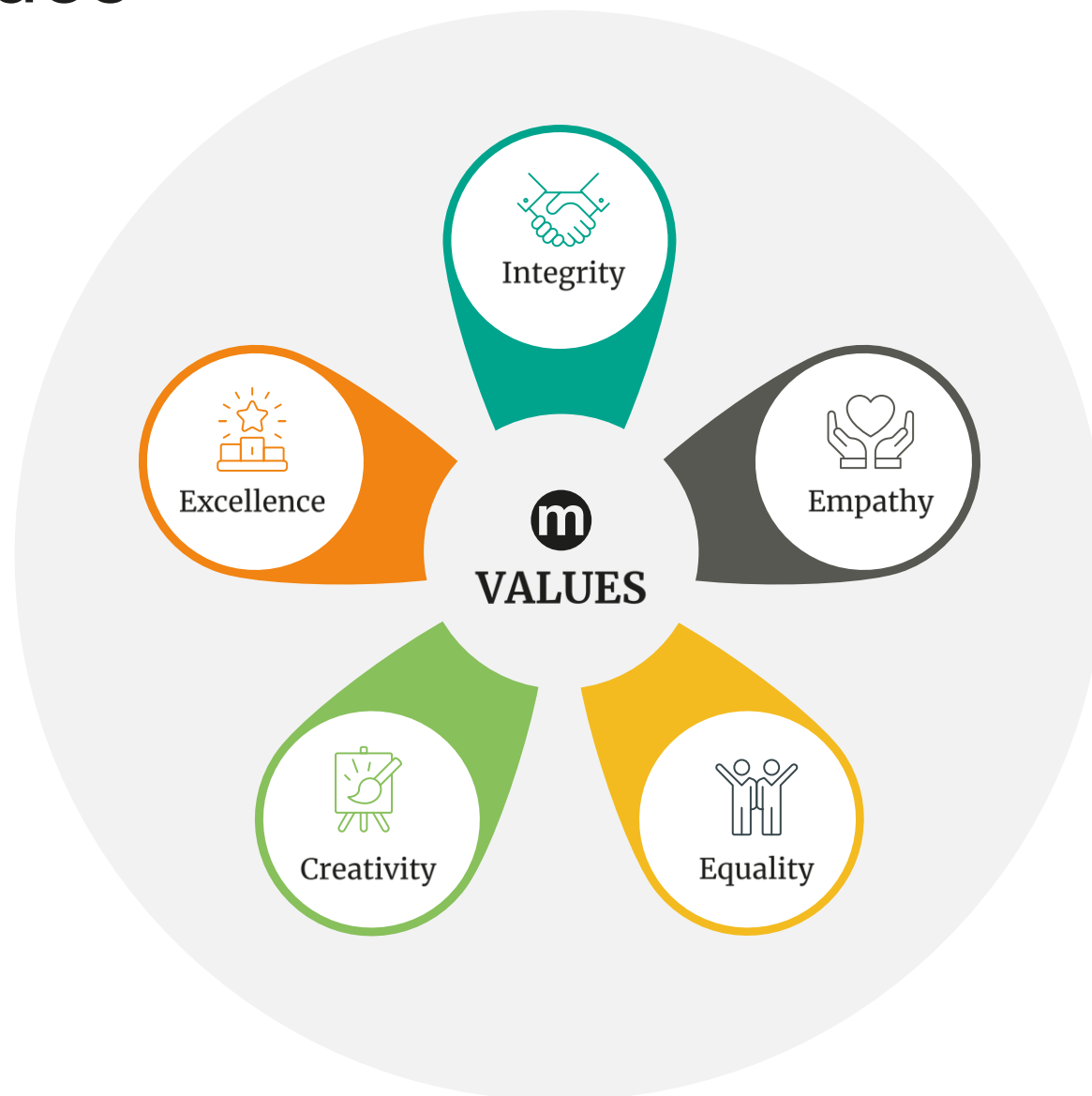
## Our Vision

Achievement through caring



## Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



# Our investment in you

## Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

## Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do its' very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



# Our investment in you

We really care about employee wellbeing and our commitment is set out in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

## Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews (appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual well-being survey to gauge the health of our staff.

## Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

## Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

## Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Generous  
non-contact  
time for  
staff

## Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!





We are a school led inclusive partnership representing all phases and school contexts nationally and internationally. Our core team at The Marches Academy Trust have trained over 400 ITT and over 150 School Direct students; we have also led the professional learning of over 5,000 educational leaders and governors.

We deliver the DfE National Professional Qualifications, and we actively encourage our staff to complete an NPQ programme at their earliest opportunity.

We also talent spot, from within our Trust team, colleagues who want to share their expertise and enhance their experiences by becoming an Improvement Consultant.

Supporting schools, departments and individuals across the Trust and also external schools.

Embracing all our work is the unique Professional Learning Conference we host each year which continues to inspire school colleagues nationally.

In joining The Marches Academy Trust you have direct access to an outward facing large group of outstanding schools across the West Midlands and beyond.

Quite simply we want to ensure the right expertise exists to enhance a self-improving system and impact learners, leaders and schools to drive continuous improvement.

You will be part of this success story as a member of our team; and on starting your new post you will also be starting your learning journey - with all the benefits of being part of a large and successful Trust with exemplary partnerships nationally and internationally.



**We hold true to delivering current, inspirational training that has real impact back in the workplace. Most importantly our participants confirm in countless testimonials that we invest in their leadership journey.**

Cavelle Priestley-Bird, Executive Director of People and Development)

# Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”





# Woodlands School

part of the Marches Academy Trust

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