



**Bingley
Grammar
School**

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LAMPADA TRADERE NOSTRUM EST

Bingley Grammar School

Future Focus Centre Leader Application Pack

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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. You will be required to undertake an enhanced DBS check.

Headteacher Mr Luke Weston

Bingley Grammar School, Keighley Road, Bingley, West Yorkshire, BD16 2RS **Tel:** 01274 807700 **Email:** school@bingleygrammar.org



www.bingleygrammar.org



@bingleygrammar



Bingley Grammar School



@bingleygrammarschool



WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in applying for a position at Bingley Grammar School. This is an exciting opportunity to be part of a dedicated team and to make a real difference to the lives of our students. It is our staff who drive the high standards of achievement that our students expect and deserve.

Within this Information Pack you will find;

- School History & Vision
- Staff Benefits Information
- Post details
- Job Description
- Person Specification

If you feel you are ready for the challenge and would like to know more about the school and its activities, please take a look at our website. If you would like to speak with me directly or arrange a visit to the school please do not hesitate to contact school on 01274 807700.

I hope the information provided will assist you in submitting your application but if you require any further information please contact our recruitment team on 01274 807720 or recruitment@bingleygrammar.org

To apply for the post please complete the relevant application form in full and ensure it is submitted before the closing date advertised. We do not accept CVs but please feel free to attach a copy of your CV to your application form.

We, as a school, are extremely proud of our diverse community of staff and students and we look forward to you joining our team.

Yours faithfully



Mr Luke Weston
Headteacher



SCHOOL HISTORY & VISION

At around 1900 students, Bingley Grammar School is a large and high attaining 11-18 comprehensive, mixed ability and multi-cultural school and understandably that gives the school a great sense of community. All our staff are incredibly hard working and we take pride in knowing our students as individuals. We deliver a constantly evolving broad and rich curriculum along with high quality pastoral support. As a staff we are committed to high quality professional learning and as such we have a two hour CPD session on alternate Mondays as well as many other opportunities such as our programme allowing staff to study for a Master's Degree in Education and a variety of other in-house bespoke courses.

Since its foundation the School has prided itself on its motto of 'passing on the torches of learning', and this is as true today as it was in 1529. We are proud of our past but also focused on the future and aim to provide an education that combines the very best of tradition and innovation.

Constantly developing a culture of excellence is at the heart of everything we do and we do not limit our definition of achievement simply to traditional academic pursuits. We believe in developing well rounded individuals and as a result we make significant investment into the areas of sport and the creative and performing arts.

The Sixth Form at BGS is a thriving one with over 300 students following highly personalised pathways. Virtually all our learners leave us at the end of Y13 to attend their first choice university. We are currently redeveloping our sixth form building to enhance the resources available to our Sixth Form students.

Our vision is simple, we seek to develop the skills, talents and interests of all our students as individuals. No young person learns effectively unless he or she feels safe, secure and happy. Bingley Grammar School is a caring and supportive school and we try to address the individual needs of every student through a comprehensive, flexible pastoral system. As such, we work together to develop self-respect, self-discipline and self-understanding.

We look forward to our future but we value our past and particularly our traditions, believing they provide a solid and stable foundation for the whole school. Our well-established house system at the heart of the school helps to foster a strong sense of belonging.

We, as a school, are extremely proud of all our staff and students and we look forward to you joining our team.



STAFF BENEFITS INFORMATION

The school offers all its staff a range of benefits including:

Appraisal – The opportunities to achieve enhanced increments for outstanding achievement and progress in lessons.

CPD – An extensive programme including the opportunity to apply for Master's Degree in Education and NPQML/NPQSL. The school also closes early on alternate Mondays in order for staff to participate in training much of which is faculty based.

Cycle to Work Scheme – lease a bike and safety equipment as a tax free benefit through our salary sacrifice scheme.

Employer Pension Scheme – Teachers Pension Scheme (Teachers). Local Government Scheme (Support Staff).



POST DETAILS

We are looking to fill the following permanent post to start ASAP

Future Focus Centre Leader

37 hours per week, term time + one week (39 weeks per year)

Mon - Thurs 8.00am to 4.00pm, Fri 8.00am to 3.30pm (with a half-hour unpaid lunch break)

Salary level 5, SCP 12-17 - Actual Salary £21,066-£23,087 (FTE £24,496-£26,845)

The successful candidate will have supervisory responsibility for the Future Focus Centre, including the current students and the supervision of any other staff who work within the Centre to support students. You will be required to deal directly with students, parents/carers and external agencies within an agreed system of operation in order to assist the Student Support Team.

The role and responsibilities include (but are not limited to):

- managing the day to day running of the school's Future Focus Centre students with the implementation of processes and procedures to achieve this
- coordinating the delivery and assessment of an appropriate academic curriculum in half termly blocks for the students in the Centre through liaison with relevant subject teachers/directors of faculty
- planning and delivering appropriate behaviour modification strategies and programmes for the students in the Centre
- developing strategies to work in partnership with students, parents/carers, faculties and Heads of Year to facilitate the transition of students back into mainstream provision
- Liaise with alternative providers
- Create exit reports to show the impact of the provision and also targets for the future
- develop, create and deliver a behaviour curriculum
- to set up systems to reward positive behaviour and sanction negative behaviour within the Centre
- participate in monitoring student behaviour through report systems and FFC support plans

The successful candidates will be able to demonstrate:

- The postholder requires a good level of general education.
- A good sense of humour, enthusiasm and a positive attitude
- Computer literacy, including a high level of proficiency in Excel and Word and ideally a knowledge of SIMS.
- A flexible, efficient approach to duties is required, with the ability to act on own initiative.
- The ability to work well both individually and as part of a team
- The ability to relate well to children and adults.
- Good literacy and numeracy skills
- Appropriate knowledge and understanding of UK GDPR
- Excellent interpersonal and communication skills

Closing date for completed applications is Wednesday 22nd March 2023 at 9.00am

Interviews will be held on Wednesday 29th March 2023

Please note CVs will not be accepted

JOB DESCRIPTION

Prime Objectives of the Post:

To manage the School's Future Focus Centre, including:

- managing the day to day running of the school's Future Focus Centre students with the implementation of processes and procedures to achieve this
- coordinating the delivery and assessment of an appropriate academic curriculum in half termly blocks for the students in the Centre through liaison with relevant subject teachers/directors of faculty
- planning and delivering appropriate behaviour modification strategies and programmes for the students in the Centre
- developing strategies to work in partnership with students, parents/carers, faculties and Heads of Year to facilitate the transition of students back into mainstream provision
- Liaise with alternative providers
- Create exit reports to show the impact of the provision and also targets for the future

Supervisory/Management Responsibilities

Supervisory responsibility for the Future Focus Centre Officer. Responsibility for the supervision of any other staff who work within the Centre to support students. Will be required to deal directly with students, parents/carers and external agencies within an agreed system of operation in order to assist the Student Support Team.

Responsible for the management and development of a specialist area within the school and/or line management, training and appraisal of other support staff with whom the postholder is working.

Specifically:

- Lead and co-ordinate day to day running of internal Future Focus Centre
- Lead behaviour intervention for the smooth and effective delivery of teaching and student learning

Supervision and Guidance

Day to day work under the supervision of the Assistant Headteacher-Student Support.

Range of Decision Making

Required to use own initiative to make decisions within established working practices and procedures to ensure accuracy and consistency of application. Expected to take initiative in the development of new procedures and processes to meet the needs of the students in the Centre. Required to use good common sense and initiative in all matters relating to the duties of the post.

Responsibility for Assets, materials, information etc

To maintain the confidential nature of information relating to the school, its pupils, parents and carers. General responsibility for the care of all equipment and materials within the designated area of the school (Future Focus Centre).

Range of duties:

Supporting student learning

- to co-ordinate the work completed in the Centre through liaison with relevant subject teachers and directors of faculties for students placed in the FFC
- provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- to record and to share, with the appropriate staff, evidence of student performance
- establish productive working relationships with pupils, acting as a role model
- to complement teachers' delivery of the national curriculum and contribute to the development of other learning support staff, students and school policies and procedures.
- to support the delivery of learning activities to targeted individuals and / or groups of students
- provide feedback to students in relation to progress and achievement
- manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable
- challenge and motivate pupils, promote and reinforce self-esteem
- to assist teaching staff in the whole lesson-planning and student monitoring cycle and in the management/preparation of resources for learning activities.
- follow the existing PSHCE schemes to help support reintegration back into mainstream education

Support for the curriculum

- organise and manage appropriate learning environment and resources
- provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school
- administer and invigilate exams/tests within the Centre
- to support the Heads of Years with the integration of students into the FFC and reintegration of students back into lessons
- deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs
- use ICT effectively to support learning activities and develop students' competence and independence in its use

- select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds

Student safety and welfare

- To work with parents, colleagues and external agencies as appropriate to ensure student wellbeing;
- To follow the school's agreed procedures in cases of safeguarding and/or child protection issues
- work with other staff to ensure that students are safe;
- work to ensure that students feel able to communicate concerns and report problems, and that appropriate and effective action follows;
- respond to student concerns and issues as they arise;
- respond to parental and student concerns that come through the school's concerns helpline

Student behaviour and discipline

- develop, create and deliver a behaviour curriculum
- to set up systems to reward positive behaviour and sanction negative behaviour within the Centre
- participate in monitoring student behaviour through report systems and FFC support plans

General

- Attend relevant tutor meetings, student support meetings, staff meetings, parents evenings, training meetings, and meetings with other colleagues and outside agencies as appropriate and as required;
- Support the aims and ethos of the school ie to be the school of first choice in Bingley, where every student is valued, challenged and nurtured in order to realise their potential
- To be a good role model for all members of the school community
- Set a good example in terms of dress, punctuality and attendance
- Uphold the school's behaviour code and uniform regulations
- To develop links with all relevant stakeholders
- Be aware of and comply with the school's policies and procedures, including those relating to child safeguarding, health and safety, equal opportunities, data security and confidentiality and data protection.
- To support, uphold and contribute to the development and implementation of the school's equal rights policies and practices in respect of employment issues and the delivery of services.
- Participate in training and other learning activities and performance development as required.
- To provide some break time supervision of students on a rota basis and exam invigilation, as required.

- Be aware of and comply with the school's policies and procedures, including those relating to child safeguarding, health and safety, equal opportunities, data security and confidentiality and data protection.
- To support, uphold and contribute to the development and implementation of the school's equal rights policies and practices in respect of employment issues and the delivery of services.
- Contribute to the overall ethos of the school.
- Appreciate and support the role of other staff
- Participate in training and other learning activities and performance development as required.

Whilst every effort has been made to outline all the duties and responsibilities of the post , a document such as this does not permit every item to be specified in detail. Broad headings may have been used in which case all the usual associated routines are naturally included in the job description.

Safeguarding Statement

Bingley Grammar School is committed to safeguarding, to safer recruitment practices and promoting the welfare of children and young people and expects all staff to share this commitment.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Mastery or proficiency level which requires the post holder to demonstrate that he/she can express him/herself spontaneously at length with a natural conversational flow, avoiding or backtracking around any difficulty so smoothly that the person with whom they are conversing is hardly aware of it.

Whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may have been used in which case all the usual associated routines are naturally included in the job description.

Staff should not refuse to undertake work which is not specified in this job description. Any additional duties should be recorded and these will be taken into account during the performance management process.

PERSON SPECIFICATION

Key

E/D = Essential/Desirable Criteria for post

R = References

A = Application Form

T = Test

I = Interview

C = Certificate/Documentary Evidence

Criteria	E/D	How Measured			
		A	I	T	C
Qualifications					
Studied to a minimum standard of GCSE (grade A*-C) or equivalent, in English and Maths	E	X			X
Qualifications/training relating to post e.g. social work, behaviour management and child protection	D	X			X
Experience & Knowledge					
Minimum of 12 months' experience of working with children of secondary age	E	X	X		
An awareness of the current issues affecting young people	E	X	X		
Knowledge of improving student behaviour, attendance and outcomes	E	X	X		
Good knowledge of safeguarding policies and procedures	E	X	X		
Experience of working in a school or similar establishment	D	X	X		
Experience of making contact and dealing with external agencies	D	X	X		
Experience of working within and with local communities to increase achievement of young people	D	X	X		
Experience of working with children with emotional and behavioural difficulties	D	X	X		
Appreciation of relevant policies, procedures, codes of practice and awareness of relevant legislation	D	X	X		
Working knowledge of SIMS (or equivalent) School MIS systems	D	X	X		
Skills and Competencies					
Good standard of numeracy and literacy skills	E	X	X		
Excellent verbal and written communication skills	E	X	X		
Excellent organisational skills and ability to maintain accurate records & filing systems	E	X	X		

Excellent inter-personal skills with the ability to communicate with people at all levels and maintain strict confidentiality	E	X	X		
A willingness to develop a range of approaches to assist in engaging with young people and encourage them to engage with the learning process	E	X	X		
Ability to use ICT packages and office equipment effectively	E	X	X		
Ability to provide and seek relevant advice	E	X	X		
Commitment to the highest standards of child protection	E	X	X		
Effective behaviour management skills	E	X	X		
Working Behaviours					
Able to take initiative to prioritise their own work	E	X	X		
Enthusiasm, energy & commitment	E	X	X		
Able to follow direction and work in collaboration with Line Manager and Student Support Team	E	X	X		
Proactive and flexible approach with the ability to react well to changes and unplanned events	E	X	X		
Ability to work constructively as part of a team, understanding school roles and responsibilities	E	X	X		
Willingness to take responsibility for identifying own training and development needs	D	X	X		
Fluency Duty					
Demonstrable fluency of English language at Mastery Threshold level.	E	X	X		
Bingley Values & Ethos					
A passion for education and for making a difference to young people's lives	E	X	X		
Commitment to supporting & promoting equality, diversity and inclusion	E		X		
Commitment to safeguarding young people and vulnerable adults	E		X		