

TIBSHELF

COMMUNITY SCHOOL



RECRUITMENT PACK

OUR GUIDE FOR
PROSPECTIVE EMPLOYEES

"AIM HIGH"



www.tibshelf.derbyshire.sch.uk - 01773 872391

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Information about the school

Tibshelf Community School opened on a brand new £17m purpose built site in November 2013. We were inspected by Ofsted (September 2021) and were judged to be a 'Good' school in all categories.

We are a popular, over-subscribed, 810 strong 11-16 school serving a rural area of North East Derbyshire. We draw students from a geographically dispersed catchment area of nine villages. The official PAN is 150 students per year group but numbers are well above this in all year groups. The proportion of students from minority ethnic groups is very low and significantly below national averages. 30% of the intake are 'disadvantaged' and are supported through Pupil Premium funding; 43 pupils have an EHC Plan, including a number of pupils with ASD. The school's deprivation index is very close to the national average, but it is in the top third within Derbyshire LA and contains a number of wards with extremely high levels of deprivation. Prior attainment data suggests that students are close to national average.

Student Achievement

Ofsted September 2021 said:

"There are high expectations of every pupil at Tibshelf Community School. Teachers and leaders are ambitious of what pupils can achieve academically and how they can develop personally. Pupils have very strong relationships with staff at the school. There is a feeling of family and community which is evident, and pupils say they are happy and feel safe".

Key Stage 4 Examination Results

	2019%	2020% *	2021% **	2022%	2023%
English and Mathematics 'Standard Pass'	69	67.8	76.7	73.8	62.4
English and Mathematics 'Strong Pass'	41	50.6	60.2	51.2	39
EBacc 'Standard Pass'	26	27.6	36.9	32.9	16.5
Attainment 8	44.39	49.56	52.7	49.15	44.53

* These results were based on Centre Assessed Grades

** These results were based on Teacher Assessed Grades

Ethos

Ofsted also commented that 'the values of tolerance and respect were a core part of the school's ethos' and we seek to promote these at every opportunity. We believe that children learn best when they are happy, secure and well-motivated. Student safety and well-being is central to all that we do. We offer all our students a wide range of opportunities both within and outside the taught curriculum and we are fully committed to doing this within a framework of support and inclusion. Students feel safe and secure and enjoy their education as evidenced through their high levels of attendance and participation. Our aim is to build on this and create a genuinely dynamic and innovative learning community based on high expectations and aspirations.

Governing Principle

“Working together to make our school even better.”

Mission

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We Aim High Through Our Unrelenting Focus On

1. The Learner is at the heart of everything we do
2. Learning is exciting, engaging and inspirational
3. Working together as a professional community to ensure best outcomes for all

Looking Ahead

I am highly ambitious for the school and its community. I sincerely believe that we can make our school even better. We are absolutely committed to attracting the very best staff to Tibshelf and fully supporting their ongoing professional development, with improving the quality of teaching and learning, our core purpose.

If you are excited at the prospect of playing a key role in this, we look forward to hearing from you.

Visits to the school prior to application are both welcomed and encouraged. Please contact Mrs Johnston-Shaw recruitment@tibshelf.derbyshire.sch.uk to arrange an appointment.



Lucie Wainwright
Headteacher

Our School Improvement Plan

Alta Pete: Aim for the Highest

Governing Principle:

"Working Together To Make Our School Even Better"

Mission:

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We aim high through our unrelenting focus on:

The Learner is at the heart of everything we do

We aim high through our 'I can' culture building a climate of resilience to create independent 21st century learners
We aim high by having excellent practices for facilitating mental health and well-being
We aim high through developing an innovative KS3 curriculum that stretches, challenges and prepares independent learners for the increased demands of KS4
We aim high through developing a relevant KS4 curriculum that is accessible for all and develops independent learners as lifelong learners
We aim high to ensure that all learners achieve their potential and that all gaps are closed
We aim high through having the highest expectations of ourselves, each other, our school and the community

Learning is exciting, engaging and inspirational

- 2.1 We aim high through creating exciting, engaging and inclusive learning spaces
- 2.2 We aim high through challenge in our teaching to enable learners to be aspirational and make significant progress
- 2.3 We aim high through every lesson being challenging, exciting and engaging for all students
- 2.4 We aim high through ensuring that all our parents know what learning looks like at Tibshelf
- 2.5 We aim high through excellent professional development to ensure that all staff are experts in subject knowledge
- 2.6 We aim high by collaboratively working to deliver learning that enables students to be independent, reflective and resilient

Working together as a professional community to ensure best outcomes for all

We aim high by being cutting edge with new initiatives and legislation
We aim high through professionalism at all levels with a 'no excuses' culture
We aim high through using expert staff to develop others and actively promote an 'open door' culture
We aim high through collaborative working to highlight potential CPD
We aim high by ensuring that we have 'excellent' strategic and operational resourcing by having all staff (including Governors) in the right jobs with the right skills and specialist knowledge supported by outstanding CPD
We aim high through a rigorous Performance Management system linked to accountability and school improvement
We aim high by developing consistently excellent leadership at all levels across the school
We aim high through high quality of services and products
We aim high through safe and secure working environments
We aim high through recognising the health and wellbeing of our staff to enable effectiveness, high levels of productivity and innovation

Staff Health and Wellbeing

We recognise the importance of ensuring that all staff at Tibshelf Community School enjoy a healthy work-life balance in order to ensure they can not only provide the best teaching and learning outcomes to our students, but that the school can promote a culture of progress and wellbeing at all levels.

We work hard offering a variety of initiatives, services and events to provide a well-rounded sense of wellbeing. A happy working life and career at Tibshelf Community School is supported by some of our key wellbeing initiatives including:

- Whole Staff Induction programme
- 1-1 personalised performance management/appraisal system
- Mentors for ECTs
- Exemplary CPD programme
- Leadership Development Opportunities
- Celebration Events
- Sports & social events
- Dedicated department bases for teaching faculties
- On-site parking
- Laptops with secure home-school access for all teaching staff
- Extended access to school during our wider opening hours
- Access to the canteen and dining facilities

In addition to the above, all staff members have access to complimentary medical and wellbeing support services available 24 hours a day / 7 days a week including (but not exhaustive):

- Nurse support service
- Emotional support and counselling
- Workplace assessments
- Occupational health referrals for access to Physiotherapy and workplace adjustments

The Application Process

Closing date:	Wednesday 24 th April 2024
Proposed interview:	W/c Monday 29 th April 2024
Start Date:	As soon as possible

You can apply via TES or Derbyshire County Council's website alternatively send your completed application form to recruitment@tibshelf.derbyshire.sch.uk. If you would prefer a paper copy of the form, please contact reception.

If you are short-listed, you will be emailed with the arrangements for the interview.

Unfortunately, if you have not been contacted prior to the interview day, your application has not been successful on this occasion.

Tibshelf Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff and volunteers are required to undertake a criminal record check via the DBS before they can be appointed.

Unfortunately, due to Safer Recruitment regulations, we are not able to accept a CV.

Please note if you are shortlisted for interview, there may be online checks.

Job Profile

Post:	Head of Year
Pay Range:	Grade 9
Base:	Tibshelf Community School
Responsible to:	Assistant Headteacher

Specific Responsibilities:

Personnel Specification:	The postholder will be expected to have the necessary experience, knowledge, and skills to undertake the duties linked to this post.
Job Summary:	To have the prime responsibility for the behaviour and attendance of pupils in their allocated Year group. To work collectively to ensure consistency for all pupils and parents/carers regardless of which year they are in.
General Duties:	<ul style="list-style-type: none"> • To contribute actively to developing, promoting, and maintaining a whole-school Head of Year ethos and shared working practices which reflect the ethos, values, and culture of the school. • To develop, establish and maintain constructive relationships with the Senior Leadership Team, other teams and staff, parents/carers, other agencies and professionals, members of the local community. • To support all members of the Senior Leadership Team, the ELT, the Personal Development Team along with other colleagues in maintaining a presence in and around the school e.g., lesson changeovers, social time, Work Recovery Sessions, the Focus Room etc. • To support and participate in whole-school activities related to the role e.g., rewarding and celebrating pupil achievement. • To support and participate in whole-school student leadership roles, e.g., school council, pupil voice etc. • To support the Personal Development Team with initiatives or activities that promote a positive image of the school and its pupils.

As a Head of Year, you will be responsible and accountable to the Assistant Headteacher for:

Pupil Support Agenda:

- To work with the Intervention Team and Subject Leaders in coordinating, monitoring, and supporting the development and implementation of appropriate pupil rewards and sanctions procedures.
- To implement agreed systems and procedures for identifying, monitoring, evaluating, and recording the social, emotional, and behavioural development through interventions at wave 1 and wave 2.
- To ensure that pupil achievement is celebrated e.g., displays, assemblies, Tutor time.
- To work with the appropriate staff in facilitating and organising parent consultation events and activities.
- To work/liase with other key staff and external agencies to facilitate alternative provision for pupils who are at risk of dropping out of education.
- To liaise with other schools and external agencies to arrange pupil transfers and placements and to provide advice to pupils, parents/Carers, and other relevant staff. To work with appropriate staff and other adults in monitoring and evaluating this process and taking appropriate action when and where necessary.
- To work with appropriate staff in supporting the transition of pupils and/or staff from one year group to the next.

- To effectively act as a behaviour mentor for pupils.
- To initiate and respond to communications with parents ensuring that they are kept fully informed and involved regarding their child's standards within school.

Pupil Behaviour:

- To monitor and track incidences of low-level disruption and to implement strategy where necessary to minimise this.
- To monitor and track exclusion rates, both internally and externally, and identify trends within the year groups and houses. To implement strategy to minimise exclusion rates for all students.
- To monitor student behaviour, attendance and achievement using the school's MIS and provide routine analysis and action plans to your SLT line manager.
- To ensure the consistent application of the school's behaviour policy for all students within the houses and year groups.
- To oversee students on report and contact parents where necessary.
- To play the leading role in the disciplining of students referring situations to the appropriate member of SLT when appropriate.
- To take the lead role in managing the behaviour of a year group and of implementing, monitoring, and evaluating agreed whole school policies and procedures, i.e., following the agreed Behaviour Ladder and ensuring all paperwork (both electronic and paper) is completed in a timely and accurate fashion.
- To support the development and implementation of strategies for preventing and/or dealing with bullying and supporting the victims of bullying.
- To undertake, on a rota basis, a coherent and consistent ethos and vision reflected through a presence and involvement in the Focus Room.
- To undertake Entry and Exit Meetings for the Return to Learning area of the Focus Room with parents/carers.
- Visit lesson hot spot areas and undertake a 30 second check in with staff in these areas.
- Visual presence in and around classrooms during lessons (30 second check-ins) and corridors/canteen during transition times including break and lunchtimes.
- Learning walks, consisting of 30 second check-ins to check on student engagement/behaviour and to positively intervene to encourage good learning habits.
- Assist with Work Recovery Sessions including escorting pupils where required.

Pupil Attendance:

- To monitor student attendance and identify trends regarding absence rates and persistent absenteeism within the year group.
- To take appropriate action and implement strategy to engage students in school life and minimise absence from school.
- To contribute to the development of a culture of aspiration to ensure that all students are highly engaged and focused on their studies.
- To monitor student attendance and punctuality daily and to take all the appropriate steps to ensure that attendance and punctuality of students in the year group are at the highest levels. To liaise with the Intervention Team Manager in this respect.
- To monitor attendance and punctuality and develop and implement strategies to improve pupil attendance and punctuality and address concerns as they arise.

Supporting and Maintaining High Expectations of Students:

- To create, develop and maintain house identities.
- To liaise with the Personal Development Team to ensure that Form Time is used to address standards through supporting the Form Tutors in implementing and re-enforcing school policies, procedures, and expectations e.g., uniform, behaviour, attendance, and punctuality.
- To take daily, quality, and purposeful assemblies in conjunction with other Heads of Year as directed by the

Personal Development Team or by either of the Assistant Heads which promote the school's ethos around standards, positive behaviour management and attendance.

- To support, promote, and where appropriate arrange and manage, activities relevant to the whole year group e.g., off-timetable events, off-site learning activities, examinations, health and medical events, photographs etc.
- To co-ordinate the work of appropriate colleagues in supporting pupils and families as appropriate e.g., exclusion, personal or family crisis, reintegration following a behaviour issue or long-term absence.
- To identify pupils at risk and liaise with appropriate staff and agencies.
- To contribute to raising the awareness and understanding of all stakeholders of the range of physical, social, emotional, and psychological factors that impact on pupil development, performance, and well-being.
- Acting as a champion, advocate, and voice for pupils.
- Acting as a link and mediator between pupils, parents, and staff to resolve conflict and provide for reconciliation.
- Directly, or in conjunction with other appropriate colleagues, encouraging and facilitating Pupil Voice opportunities, actively valuing pupil opinion and involvement in school activities and initiatives.
- To support, facilitate and oversee effective and speedy home-school communications related to pupil standards.
- To encourage and facilitate active parental involvement in school matters enabling high pupil standards.
- Support ELT where required.
- To contribute to the management of key school events; for example, induction, transfer arrangements, trips, extra-curricular and social events and completing all necessary paperwork and risk assessments as appropriate.
- To work with the Heads of Year, the Deputy SENDCo, the Intervention Team Manager and the Leadership Team in developing, monitoring, and evaluating all behaviour for learning plans, policies, expectations, and procedures – including those related to rewards and sanctions – ensuring that improved pupil achievement and well-being are the core intended outcomes.
- To act as a role model of good practice for other staff and pupils across the school e.g., in professional conduct, in management of pupil behaviour and expectations of standards.
- To lead or contribute towards additional tasks or strategies related to the School or Team Development Plan or school improvement as agreed with the Line Manager e.g., leading or participating in a Working Group, reviewing/creating policies, and procedures, leading or contributing to in-school CPD activities.
- To participate in school quality assurance procedures.
- To have an overview/responsibility for their current specialism. Working with the two other Head of Years to ensure consistency across the school.
- Work under the direction of the Personal Development Team to take an active role in whole school events around national days.
- To ensure through Head of Year provision that students feel universally safe and supported within school.
- To contribute to the organisation of any parent information evenings by encouraging and monitoring parent attendance to such events and following up with telephone contact for non-attenders.

Administration:

- Day to day administrative tasks (signing of planners, checking absences etc) and year specific tasks (preparation for exams, options, learning conversations etc.)
- To maintain individual student records as necessary and ensure that they are kept up to date.
- To monitor the settling in of new students.
- To manage the Head of Year report and Pastoral Support Plan (PSP) process
- To record progress of students who are on report through good record keeping and information gathering from staff.
- To record minutes of all meetings (tutor briefings, parent meetings, external agency meetings) and ensure copies are filed within the student files.

- To provide routine reports to SLT line manager on; behaviour, attendance, punctuality, work recovery sessions, Ready to Learn, Time Out, students on report etc.
- To provide reports and comprehensive logs for individual students for the Intervention Team as directed by school policy, i.e., My Concern or as requested by the SENDCo or the Intervention Team Manager.
- To support the Business Team in efficient filing systems for student records.
- To contribute to the management of school events; Open Evenings, parent's evenings, Yr. 6 into 7 evening, school trips, extra-curricular and social events

Equality and Diversity:

- Act in accordance with the School's and Local Authority's Equality and Human Rights Policy.

Health and safety:

- Ensure own compliance with School's Health and Safety Policy/Procedures and that of any resources you have responsibility for.

Risk Management:

- Contribute to risk awareness through carrying out of duties and raise issues where appropriate.

Safeguarding:

- Adhere to the school's safeguarding policy.

NOTES:

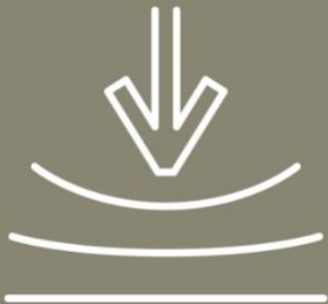
- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.
- To take responsibility for the implementation of and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Leadership Team as required. Trade Union representation will be welcomed in any such discussions.

Person Profile

Experience	<ul style="list-style-type: none"> • Experience of working with a range of young people who are of secondary school age • Experience of providing care, guidance and support to young people • Experience of managing behaviour and /or attendance of young people • Proven effective line management or leadership of a team • Experience of data analysis to inform target setting and understand performance • Experience of setting targets and then effectively monitoring and reviewing them • Good standard of knowledge and experience of child protection and safeguarding • Experience of Trauma and Adverse Childhood Experiences Practices • Experience of Restorative Behaviour Practices • Experience of working with a range of agencies and /or stakeholders • Experience of having challenging but appropriate conversations with adults and /or young people
Management of Staff	<ul style="list-style-type: none"> • Ability to set targets for a team in order to maximise performance in the service area • Ability to coach, motivate and lead a team • Ability to identify appropriate training programmes and CPD for the team • Ability to forge positive working relationships within their team as well as with relevant stakeholders
Qualifications	<ul style="list-style-type: none"> • A high level of literacy and numeracy e.g. at least GCSE Grade C Maths and English or equivalent • NVQ Level 4 or equivalent • Degree/professional qualification in specialised area is desirable. • Evidence of continuing professional development
Knowledge and Skills	<ul style="list-style-type: none"> • A good knowledge of how schools operate and how to ensure they work efficiently and effectively within the school's policies and procedures. • Trauma Informed Practices • Adverse Childhood Experiences • Restorative Behaviour Practices • Able to communicate effectively and accurately with people at all levels e.g., producing written reports as well as communicating verbally with pupils, school staff, governors, parents and external agencies • Able to work effectively as part of a team and as leader of a team. • Able to work independently as required. • Excellent ICT skills in order to be able to provide reports and analysis of data as required within the remit of their role. • Understands and can implement systems and procedures for effective monitoring review. • Able to plan work programmes adjusting the work allocation to meet changing priorities and known deadlines. • Excellent organisational skills. • Can demonstrate a working knowledge of current legislation relating to the role. • Good working knowledge of spreadsheets and databases
Special Aptitudes	<ul style="list-style-type: none"> • Ability to work flexibly and effectively under pressure and to deadlines. • Able to prioritise conflicting demands and pressures. • A keen eye for detail and accuracy and commitment to the highest standards • Ability to maintain confidentiality. • Strong I.C.T. skills • Diplomatic, self-reliant, self-motivated and able to work with minimum supervision. • Ability to foster and sustain outstanding professional relationships with colleagues and senior management.

TIBSHELF COMMUNITY SCHOOL

CHARACTER VALUES



Resilience



Respect



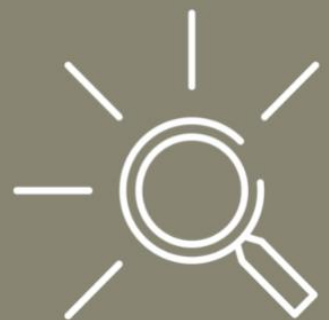
Positivity



Integrity



Community Spirit



Curiosity

