

Thamesmead School



Candidate Information Pack Inclusion Support Manager

Thamesmead School
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Dear Colleague,

Thank you for your interest in working at Thamesmead School, we are looking to recruit an approachable, driven and highly organised individual to join our caring and friendly team to support the needs of our students. This position is integral to ensuring the successful progress and attainment of vulnerable students including those that are disadvantaged, young carers and students with medical and or/social, emotional or mental health needs.

Thamesmead is a successful 11-16 school rated good by Ofsted in June 2017. We are a happy community of staff and students and you will see that if you wish to come and visit us as part of your application.

I joined the school as Headteacher in September 2017. I was impressed by the hardworking students, the calm atmosphere, and the friendly welcome that I received on my first visit and I can vouch for that being typical of the school now I have been Head for five years.

Our staff like the strong and supportive team ethos that exists amongst those who work here. They like that we have high expectations of behaviour and standards from our students, and that we support our staff to uphold these. They like the work we have done to try and ensure workload remains manageable such as our shorter day, collaborative planning practices and the high quality assistance that is provided for teaching by our committed team of support staff.

As a school we have recently revisited our school vision and values to ensure that they will ensure the best education, support and outcomes for our students in this fast changing and demanding world. Our four shared goals are to:

- commit to excellence
- nurture individuals
- fulfil potential
- respect our community

To achieve these goals, we have seven Thamesmead values we encourage for our students to aspire to:

- Aspiration
- Respect
- Independence
- Confidence
- Commitment
- Resilience
- Community

We are now working to embed these across our community as we lead the school into the next stage of its success. I hope that after reading all about us that you will want to apply to join our team and become a part of this journey.

I look forward to hearing from you in the near future.

Yours sincerely,

Phil Reeves, Headteacher



Job Description

Inclusion Support Manager

JOB TITLE: Inclusion Support Manager

Hours: Term Time only – 36 hours per week (5 days per week), 42 weeks per year.

Please note:

- Cover will be required for holiday periods based on a rota
- You may not take holiday during term time

Salary: S9 £36,282 - £40,146 per annum £33,308 - £36,855 pro rata

Accountable to: Deputy Headteacher

Accountable for: Progress and attainment of vulnerable students: To include disadvantaged students (FSM/LAC), young carers, students with medical and/or social, emotional and mental health need.

Line Management Responsibilities:

- Vulnerable Learners Support Worker
- E2W counsellor
- Mental Health Support Workers

Deputy Designated Safeguarding Lead

- Support for the DSL and operational management of the Safeguarding team on all safeguarding matters
- Coordination of initial response to safeguarding and serious incidents
- Coordinate safeguarding and Child Protection work of Pastoral Managers
- Liaison with outside agencies, including the police and family services
- Communication with SLT regarding incidents
- Act as a representative of the school at Child Protection or Child in Need meetings when necessary and assist with Team Around the Family referrals as needed
- Act as a named deputy Designated Safeguarding Lead and attend meetings as necessary

Lead of vulnerable learners

- Coordination of high-level support and intervention for all students
 - At risk of permanent exclusion
 - Known to social services
 - Known to the police
 - Involved in serious incidents
- Address any barriers to learning – liaise with Assistant Headteachers and Deputy Headteachers to ensure a coordinated approach to referred students
- Establish and maintain a partnership with parents of vulnerable children to involve them in their child's learning

- Liaise with parents, Education Inclusion Officer, attendance lead and appropriate agencies to regularly monitor and address students' welfare
- Support with post 14 and post 16 choices for vulnerable students
- Monitor the attendance and behaviour of students, develop intervention programme and evaluate against agreed targets
- Liaise with agencies regarding alternative educational provision
- Establish network opportunities with Inclusion Managers.
- Manage referrals to outside agencies including Child and Family Services, Counselling and mentoring liaising with HOYs, Key Stage leaders, AHT i/c inclusion and SENDCo
- Evaluate and coordinate available support and resources for vulnerable learners

Support for Mental Health strategies

- Provide support to the Senior Mental Health Lead
- Deliver training of staff in school to support individual students with identified mental health issues
- Coordinate provision and support for students with identified mental health issues across the school, liaising and consulting with appropriate internal staff (including SENDCo and HOYs) and external agencies (including CAMHs and medical services)
- Implement and evaluate school policies in connection with SEMH students
- Audit of current provision
- Evaluate available support and resources for students with mental health needs

Leading and managing staff

- Work with the SLT to lead the staff by establishing high expectations and providing support and advice to ensure the best for all
- Act as a consistent role model for staff and students
- Lead whole school use of CPOMS to ensure processes are operational and effective
- Lead on and facilitate restorative practice
- Work to establish and sustain the ethos and values of the school
- Contribute to whole school strategic planning
- Promote the needs and successes of vulnerable students so staff buy into their potential
- Support staff to achieve constructive working relationships with students and parents
- Lead on community involvement projects as restorative practice
- Evaluate and coordinate resources for vulnerable students
- Support the development of a safe working and learning environment
- Training for staff on best practice in safeguarding
- Liaise with Governors to update them on the work of the Safeguarding Team
- Preparing and reviewing case studies for CPD and governance purposes
- Contribution to development of safeguarding policies

This job description only covers the key result areas and as such does not intend to provide a comprehensive list of objectives. The school may add to this profile in order to meet local needs and priorities. Specific objectives will be subject to annual review in consultation with the post holder and may develop to meet changing needs of the service. The job description is subject to review and development from time to time in liaison with the post holder.

Person Specification

Education, Training & Work Qualifications		
Essential	Desirable	Method of Assessment
A good level of proficiency in numeracy and literacy skills.	Training in community work, counselling skills, or similar	Application Form Certificates
Relevant qualification.	Training in facilitating parenting groups.	
Good knowledge of ICT systems including Microsoft software.	Knowledge of the MIS systems for input and export of student data.	
Knowledge		
Knowledge of child development. An insight into the needs of young children and their parents/carers. An understanding of, and commitment to, equal opportunities.	Local knowledge about the area and local services. An understanding of 'Every Child Matters; Children Act'. A working knowledge and understanding of the Children Act 1989, particularly in relation to Child Protection and a working knowledge of the Assessment Framework and Human Rights Legislation. Knowledge of referral routes and how to raise concerns. National Occupation Standards on Work with Parents/carers and Carers.	Application Form Interview
Skills and Abilities		
High standard of communication, both verbal and written, including appropriate record keeping. Ability to facilitate discussion and lead small group sessions. Good networking skills within a framework of awareness of issues of confidentiality, risk and human rights legislation. Commitment to anti-discriminatory practice.		Application Form Interview
Empathetic, patient, supportive, diplomatic. Willing to learn. Able to work with other professionals. Good knowledge of school system. Wide knowledge of other agencies.	Counselling skills. Ability to constructively challenge difficult issues. Be willing to be mentored and share best practice.	Application Form Interview

Commented [NS1]: Proficiency in Maths & English?? If you do not want to add the grades.

Commented [NS2R1]: Also should we be using 4+/5+?

Commented [PR3R1]: Equivalent works - but agree Proficiency and we can check that on app form

<p>Be well organised and work co-operatively with others.</p> <p>Be self-motivated, enthusiastic, creative and adaptable.</p> <p>Work independently.</p> <p>Enjoy being with parents/carers and their children.</p> <p>Good at solving problems.</p> <p>Possess a basic level of IT skills.</p> <p>Have use of a car and hold a valid driving licence as the role will require travel between schools as well as Home Visits.</p>		
Relevant Experience		
A background in Health, Education, Social Care and/or extensive experience of working with parents/carers and families.	Experience of working within a school.	Application Form Interview



Reasons to work at Thamesmead School

- Thamesmead students and staff are **friendly and fun** to work with. They like coming into school, behave well in class and achieve **good results**. In 2022 81% of our Year 11 students achieved grade 4 or above in both English and Maths. They have achieved positive Progress 8 scores each year and our score places us in the top 17% of schools in England.



- Many of our staff members have been **internally promoted**. We offer a range of opportunities to staff to take on additional responsibility and be challenged professionally. Staff have been **promoted internally at every level**, including to the leadership team. We offer an annual secondment to the Leadership Team and **provide development projects with a financial incentive**.
- We encourage collaboration and partnership with other schools. We enjoy **positive links** with many of our neighbouring schools, as well as those further afield including those in the primary and sixth form phase, and those in the independent sector. This creates many **opportunities for our staff** to work with colleagues in other organisations.
- Children of staff are given **priority in our admissions policy**. If you have worked in our oversubscribed school for two years or more you are given priority in our admissions policy over applications from those in local proximity of the school.



- We have an **accessible and approachable Leadership Team**. Our doors are open to staff and students and we provide visible support throughout the school. We have set up a 'change' group so that staff can provide input into the strategic development of the school.
- **Staff wellbeing** is of upmost importance at Thamesmead School. Strategic decisions are made to support staff in obtaining a good work life balance: consideration has been given to timings regarding marking load, assessment logging and meeting schedules to ensure staff are not overloaded. There is a wellbeing day in December to help break up the long autumn term, every effort is made to accommodate absence for special occasions such as graduation or nativity plays. Finally, with the **school day ending at 2.35**, there is time in the afternoon for staff to complete lesson preparation or take part in student or staff based extracurricular activities. Thamesmead celebrates the successes of staff on a weekly basis via the 'Start of the Week' award; gives mindfulness advice weekly via email and provides frequent break and lunch time treats for staff!



- There are **opportunities to suit a variety of interests** from the adventurous to the sedate, either working with students on activities such as Duke of Edinburgh, expeditions and visits (visiting such places as Namibia and Costa Rica), the yearly school production (past productions include Oliver and Annie) alongside other performance related and sporting activities throughout the school year. Alternatively, for those who would

like to spend time team building and bonding with staff, we have a variety of activities organised throughout the year including couch to 5k running group, football matches, curry nights, meditation, yoga and book club.

- We place a great emphasis on **encouraging students in the Arts**. Up to 10% of our places are offered to students based on their aptitude in Drama and Music. We encourage students to both study, and be involved in the Arts subjects within and on top of their timetables through the many clubs, productions and opportunities on offer.

How to Apply

Application Process

The application process for this role is a three stage process:

- Application form
- Lesson observation
- Interview

To be considered for this role you must complete an application form which can be downloaded from www.thamesmead.surrey.sch.uk/recruitment We are unable to accept CV applications.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

Thamesmead School reserves the right to progress no candidate to the next stage of the process, or not to appoint to the role, if candidates fail to demonstrate essential criteria in the person specification.

To arrange a tour of the school, to ask any questions or to submit your completed application form, please email hr@thamesmead.surrey.sch.uk or contact our HR Team on 01932 219 423.

Closing date: 9am on Monday 10th October 2022

Interview date: to be confirmed

Start date: October 2022

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Thamesmead School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).