



Candidate Information

Learning and Progress Coach

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1. Letter from the Headteacher

June 2021

Dear Applicant

Learning and Progress Coach

Thank you for your interest in the above position at Iveshead School. This is a fantastic opportunity to join our vibrant school in this new role which is responsible for supporting the learning of our hard to reach students.

The successful candidate will be a graduate looking to develop their career within the education sector, particularly in supporting the most vulnerable students. The role focuses on supporting hard to reach students so the successful candidate must be flexible in their approach and be able to remain calm and focussed under challenging circumstances.

The post is permanent and part-time (26 hours per week) on a term-time only basis (0.58 FTE) and commences w/c 23rd August 2021.

Further information about the post and our school are included in this information pack but if you have any specific questions please contact Ella Burnell, Operations Manager, by email: eburnell@ivesheadschoo.org

The closing date for applications is 9:00 am on Monday 21st June with interviews taking place soon after.

To apply for this post please complete the application form and return with a covering letter (2 sides A4 maximum) stating what you believe you could bring to our school.

Applications can be emailed to: eburnell@ivesheadschoo.org or by post to: Operations Manager, Iveshead School, Forest Street, Shepshed, Loughborough, LE12 9DB.

Due to the level of applications that we receive we are only able to contact those that have been short-listed to attend an interview.

I look forward to receiving your application.

Yours faithfully



Matthew Parrott
Headteacher

2. Vacancy Advert



Forest Street, Shepshed, Loughborough, LE12 9DB

Tel: 01509 602156

Email: info@ivesheadschool.org

www.ivesheadschool.org

Headteacher: Matthew Parrott

Learning and Progress Coach (Permanent, Part-time - 26 hpw / term-time only) (Actual starting salary - £11,887 pa)

This is a fantastic opportunity to join our vibrant school in this new role which is responsible for supporting the learning of hard to reach students.

The successful candidate will be a graduate looking to develop their career within the education sector, particularly in supporting the most vulnerable students. The role focuses on supporting hard to reach students so the successful candidate must be flexible in their approach and be able to remain calm and focussed under challenging circumstances.

Closing date for applications: 9:00 am on Monday 21st June

Interviews: TBC

Start date: w/c 23rd August 2021

Iveshead School is committed to safeguarding and promoting the welfare of children and young people. This post requires a criminal background check via the disclosure procedure. The successful applicant will therefore be subject to an Enhanced DBS.

We are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements, which cannot be shown to be justifiable.

3. Information about Iveshead School

Iveshead School officially opened late August 2017, it has been formed from the merger of two highly successful and respected schools - Shepshed High School and Hind Leys College. The result is the creation of one 'through' school, where students have the opportunity to study seamlessly from age 11 through to 19, within one extremely well resourced campus.

We have built on the reputation and results we have achieved in recent years and continue to provide a caring place of learning for our students. Here they develop the skills and confidence they need to make their way through to the next stage of their lives whether that is higher education, an apprenticeship or employment.

We currently have 850 students on roll and are growing. We are a popular school in the local area and our 2021 intake is expected to be oversubscribed. Our Sixth Form provision is also growing and attracts students from the local area, not just those who have completed their GCSEs with us.

The character of our school can be defined by our three core values - 'respect', 'enrich', 'succeed'. We offer a supportive and welcoming community environment with respect for all, a dedicated staff and a strong blend of activities, which create an enriching and successful education for all students at Iveshead.



Shepshed is located within striking distance of the M1 and close to the attractive University town of Loughborough. The cities of Derby, Nottingham and Leicester are all within 30 minutes' drive. Birmingham is 40 minutes by motorway, and London is less than two hours. East Midlands Airport is less than 20 minutes away. Shepshed is situated on the edge of Charnwood Forest, with quick access to open countryside, including areas of park land. As a small town, Shepshed has good amenities, some of which (such as the swimming pool) are centered on our campus.



The school has a commitment to high achievement. A key aspect of raising achievement is effective teaching which is of the highest standard, and this is a basic quality we look for in all appointments we make.



Iveshead is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Safeguarding training for all staff forms an essential part of our CPD programme.

We offer a supportive induction process to new colleagues joining the school and NQTs are all allocated a mentor for their first year at Iveshead.

Iveshead is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Safeguarding training for all staff forms an essential part of our CPD programme.

CPD is important here, we have an emphasis on sharing good practice and have dedicated sessions which staff are encouraged to participate in. Our school calendar allows for regular opportunities for faculties to meet together and develop professionally.

We have a strong focus on staff wellbeing and regularly offer mindfulness training. Staff also have access to the wider wallet benefit / discount scheme and a cycle to work scheme. We have a pool on campus and regularly offer free swims for staff.



4. Information about 'The Wings'

The Wings Specialist Provision for students with SEMH and ASD.

All our students are included in a setting which provides access to mainstream within a specialist framework.

- Our intention is for all students at Iveshead (including those who have chosen The Wings) to feel part of Iveshead School and to share in the wider vision (see above). The Wings will support students and families by providing a mix of specialist support in a mainstream school setting. The Wings has a focus on the holistic development of individuals.
- The Wings is located in Building H and uses a recently refurbished suite of rooms behind our school and community theatre. It has a dedicated entrance, reception and office space. The Wings has a number of dedicated classrooms including newly refurbished bathroom facilities for students and also a dedicated professional hair & beauty salon and a teaching kitchen. The Wings has easy access to the rest of the school through internal 'mag-lock' controlled doors. Students based in The Wings will have access to the full facilities of a thriving 11-19 secondary school including sports facilities, a swimming pool, theatre, specialist science labs, art and design workshops etc.
- The Wings is an integral part of Iveshead School. Our aim is to ensure that, where possible, students will feel part of the mainstream school and are able to access lessons, clubs, sports, support etc alongside the whole school population.



friends.

- The Wings will share access with Iveshead School to a range of education support professionals. They include Educational Psychologists, School Counsellors, Education Welfare Officers, Art Therapist, School Nurse and the School Careers Advisor. In addition The Wings has access to further professionals such as speech and language specialists who can be engaged as needed. We work alongside other agencies including CAMHs and our GP

Staffing Expertise

- The Wings will be staffed using an experienced team, many of whom are part of our already established and successful Enhanced Resource Provision for young people with communication and interaction needs. The Wings is led by Julie-Ann Biddles, an experienced school leader, current Deputy Headteacher and SENDCO. Julie-Ann is supported by the Alternative Provision Director who is another fully qualified and experienced teacher and The Wings is administered by a dedicated manager.

Partnership work with parents/carers and families

- Working in partnership with parents/carers/families is essential if the student is able to settle quickly into life in The Wings, make progress and increasingly look to benefit from the wider Iveshead experience. This starts at the first point of enquiry and then continues through the transition process. The Wings follows the established reporting arrangements of Iveshead (reports, parent progress evening etc) and supplements them with personalised family support in addition to the statutory reviews.

- All students at Iveshead have targets set for them including both academic and development targets. Academic targets will be based upon previous progress and updated regularly during the academic year based on teacher assessment. Development targets will be personal to the student and will be reviewed on a rolling basis.
- The Wings will have extended opening hours before and after the typical Iveshead day. Parents/carers/families will have a nominated point of daily contact.
- Parents/carers and families will be expected to subscribe to the Go4schools software that allows progress, behaviour and positive points to be tracked on a 'live' basis. Families of students in The Wings will also receive a telephone call update where we believe a discussion would be beneficial. Iveshead makes use of the WEDUC school communication system which allows all families to receive timely messages etc through a mobile phone app.

What will children study in your Resource Base?

- The Wings is aligned to the Iveshead School Curriculum which respects the National Curriculum expectations. Students will receive a personalised mix of unit based learning alongside supported time in classes with other students. At Iveshead students are expected to choose their GCSE options (as appropriate) during Year 8 ready to start courses in Year 9.



- The Wings focusses on a mix of academic skills alongside more individual development skills. Enhanced support for literacy and numeracy development is a common curriculum need in the Wings to help build confidence and support learning in other areas of the curriculum. Additional life and developmental skills (eg: cooking, catching a bus, basic money management) are included into the individual learning plan as required.



- As The Wings is part of Iveshead students have access to the full curriculum offer of a large secondary school. Students will be supported in classes and encouraged to take their GCSE exams in both core subjects and a wide range of option subjects. Iveshead also offers a Post16 provision so it is possible for students in The Wings to continue to study A Levels and aspire to university entrance.

Behaviour Support

- All students at Iveshead are expected to work towards our behaviour and rewards system, this is clearly set out in our Behaviour Policy. Students and their families have access to a clear set of criteria to help them understand how good behaviour is rewarded and how unacceptable behaviour is responded to by the school.
- An individual approach will be taken with students in The Wings. We will retain our high expectations for excellent behaviour but will respond to incidents on an individual basis and ensure that the needs of the student and the family are fully considered to ensure an appropriate response.

Collaborative Working and Partnership

Iveshead works in collaboration with a range of schools and other education providers including:

- Our local cluster of primary schools including feeder schools
- The North Charnwood Learning Partnership of local secondary schools
- The Loughborough Inclusion Partnership

5. Job Description and Person Specification

JOB DESCRIPTION

| | |
|--------------------------|--|
| Title: | Learning and Progress Coach |
| Grade and Salary: | Grade 7, points 7-11 |
| Contract: | Permanent, Part-time (26 hpw), term-time, under Local Government Terms and Conditions (0.58 FTE) |
| Responsible To: | Deputy Head/SENDCo and Learning Development Coordinator |
| Job Purpose: | Supporting the delivery of the core curriculum and our programme of vocational learning for hard to reach students. |

Core Activities

- Teaching students in groups of up to 6, including planning and delivering lessons in English, Maths and Science from SOW provided.
- Working either on a one-to-one basis or with small groups of students for the most part with some in lesson work on occasion, especially with classes where there is need. However this role requires the ability to deliver lessons on an individual or small group basis and be responsible for that provision. Some planning and marking is required.
- Visiting students who are not in school and ensuring they are accessing work online or via work packs as well as supporting their inclusion in school. This includes delivering learning off-site.
- Working with the school safeguarding lead and learning to ensure our students are safe.
- Providing high quality written reports that contribute to assessments and inform the design of packages and pathways. as well as providing a log of provision.
- Taking on board transition work with the young people due to transfer to Iveshead which begins in the final year of their primary education - working with them in their primary schools during the transition period.
- Delivering learning online, virtually and / or in podcasts. Supporting all aspects of the digital curriculum. Being innovative with the use of ICT and virtual solutions to the barriers presenting the student. Being a school champion for digital learning.
- Working with high needs students who have ASD and or SEMH delivering aspects detailed in their EHCP.
- Applying behaviour management strategies but also ensuring the students are mentored and coached and provide solutions to issues as they arise which keep the student safe and secure.
- Empathising with students and having an understanding of how to support the student, and where required, their family. Championing them and maximising their engagement at all times.
- Follow policies and contribute to a high functioning team.
- Having a flexible approach to classroom delivery and designing learning materials which deliver appropriate challenge and support to the student.
- Being flexible in delivering the 26 hours, including supporting on playground duties at breaktime, lunchtime and after school as required.
- Visiting off-site providers and supporting students in provision
- Support and encourage participation in structured and unstructured learning activities including play (timetabled and breaks and lunchtimes) if required.

General Duties and Responsibilities

- To promote the vision of Iveshead School
- Support effective safeguarding of all young people throughout the school
- To take part in personal professional development activities

- Adhere to School policies and procedures e.g. Equality and Diversity; Health & Safety
- To cover for absent staff
- To contribute to the general organisation of the School
- To work flexibly and respond to School needs as requested by members of Senior Leadership Team or the designated representative



PERSON SPECIFICATION
Learning and Progress Coach

The Person Specification lists the qualities that we are looking for in a successful candidate. We will be using evidence from your letter of application, application form and interview to enable us to make a judgement of these qualities.

| | Essential | Desirable |
|------------------------|---|--|
| Qualifications | <ul style="list-style-type: none"> - Further Study / degree OR - Able to demonstrate the ability to meet the STL Level 3 National Occupational Standards relevant to this post. - GCSE grade C or above (or equivalent) in English and Maths - Educated to A-Level / Level 5 standard - good IT skills - Full UK driving licence | <ul style="list-style-type: none"> - NVQ in Supporting Teaching and Learning, or equivalent - experience of working with disaffected students - experience of engaging external providers, such as school counsellors |
| Experience | <ul style="list-style-type: none"> - Experience of supporting teaching and learning in a formal setting | <ul style="list-style-type: none"> - knowledge of child protection policy and procedures - knowledge and understanding of SEMH, behaviour difficulties and autism |
| School Ethos | <ul style="list-style-type: none"> - an ability to defuse situations and handle crises - an understanding of the part students can play in the achievement of others | <ul style="list-style-type: none"> - an understanding of the spiritual, moral, social and cultural aspects of others - understanding of how to create bespoke projects, tailored to students' needs. |
| Relationships | <ul style="list-style-type: none"> - an ability to relate well to young people and adults | <ul style="list-style-type: none"> - experience of engaging parents |
| Management | <ul style="list-style-type: none"> - ability to plan and prioritise own work within established routines | <ul style="list-style-type: none"> - evidence of self directed working |
| Personal Skills | <ul style="list-style-type: none"> - good personal organization - self motivation - an ability to cope with reasonable pressure - an ability to meet deadlines - an ability to use initiative | <ul style="list-style-type: none"> - interests out of school |