

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, 809 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 to arrange an appointment.

recruitment@tibshelf.derbyshire.sch.uk



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 8 th May 2024
Proposed interview:	W/c 13 th May 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:	Literacy Resource Centre Manager (Maternity Cover)	Ref:
Section:	English	
Job Family:	Student Support Services	Job Grade: 8

Responsibilities:

Job Summary:	To work closely with the English department and Literacy team to promote and support reading for pleasure across the wider school. To ensure that the LRC is an attractive and welcoming environment, well stocked with up-to- date and stimulating range of resources relevant to a wide range of subject areas.
General Duties:	<ul style="list-style-type: none"> • To provide reading support and intervention to identified groups of students and to provide support in English lessons when based in the LRC. • To be enthusiastic and passionate about children’s reading and engage, enthuse and enrich even the most reluctant of readers. • To monitor and track Accelerated Reader progress, drive reading performance through effective use of data from STAR testing. • To identify students with intervention needs through reading age data. To lead an intervention model with Achievement Leads.

As the LRC Manager, you will be responsible and accountable to the Director of English & Literacy for:

The promotion of reading and literacy:

- To work closely with the English Department and Director of Literacy to promote literacy and reading across the school, through the website and through school communications.
- To promote the use of the LRC and the development of reading for pleasure through competitions, displays, whole school events, LRC events (roughly monthly), author visits, parent groups, tutor programme activities and assemblies.
- To celebrate student success and diversity through innovative and current displays
- The development of Literacy resources on the school website to support independent learning.
 - By identifying and preparing resources for the school website
 - By working with Directors of Faculty to identify units of work where subject areas want their students to have a range of resources available on the school website/TEAMS.
- With support from the English department, create and promote reading lists for each year group, with reference to genre and category.
- Use the Library ICT software to analyse take up and borrowing and highlight any positive or negative trends to the English department and Literacy Lead.
- To create and deliver ‘Read All About It’ sessions with the English department.

Management of the Learning Environment:

- To develop the Library/Learning Resource Centre into a vibrant learning environment which encourages independent learning across all students as well as use by curriculum and other areas of the school
- To identify and implement best practice by networking with other local schools' library teams
- To manage the day-to-day running of the LRC and its IT resources
- To supervise the learning space before school, during school, at break times and after school, maintaining an atmosphere conducive to study and learning
- To organise, manage and promote the LRC across the school to enable effective use by all stakeholders (including students, staff and parents).
- To maintain stimulating and relevant displays to promote reading, literacy and learning strategies in the LRC.
- To manage, supervise, train, and support and recruit Student Leader Assistants for the LRC

Management of Resources:

- To liaise with Director of Faculty to manage the LRC budget allocated to the library, to ensure value for money in the purchase of books, learning materials and multi-media resources
- To index, catalogue and classify learning resources and develop and maintain accurate and reliable catalogue and lending systems, to facilitate the accessibility use and control of stock
- To ensure that appropriate measures are in place to keep the library/resource centre secure and minimise the risk of loss of resources and equipment.
- To manage the loan and return of texts (using appropriate ICT software); to keep records and to oversee the follow-up of overdue books etc.
- To carry out the shelving and shelf tidying of books and other learning materials, repairs as required and day to day maintenance of LRC resources.
- To provide guidance as to the level of difficulty or challenge for different books, and encourage more challenging selections, summarising take up to the English department and Literacy Leads

The Development of Learning Resources:

- To create challenging Literacy resources for form time, differentiated for KS3 and KS4. Liaise with Literacy Department Leads to identify gaps in subject specific literacy so that form time tasks are targeted at closing gaps.
- To work with individual subject teams to develop subject-specific teaching and learning resources both within the library and in school – i.e. the selection, acquisition, organisation, promotion, maintenance and of resources to cover the full age and ability range of the school community within the allocated budget.
- Development of multi-media resources on the intranet to support independent learning.
 - By identifying and preparing resources for the Intranet
 - By working with Director of Faculty to identify units of work where subject areas want their students to have a range of resources available on the school website/TEAMS.
- To provide displays and materials that support career research
- To share and promote links available to subject areas and to students e.g. public libraries, museums, art galleries and local HE and FE institutions, community information services etc.

Learning Support and Interventions:

- To provide reading support and intervention to identified groups of students (including any reading schemes)
- Identify students in greatest need, to then deliver and co-ordinate evidence-based reading lessons (1-1 and group)
 - To provide guidance on how to use the library and retrieve information e.g.
 - appropriate strategies for the selection of information sources to undertake assignments both from within the school and the wider community;
 - the effective use of specific sources e.g. reference material, internet search engines etc.
 - To provide learning support in English lessons as requested
 - To use existing programmes to run reading and literacy support sessions with groups of identified students and, with the guidance of the SENCO or English department, develop resources to support these programmes.
 - Run book clubs before, after school during lunch times to cater for our students' budding interests in authors/genres

General:

- To assist with exam invigilation when required
- To attend, where appropriate, whole school events
- To be aware of and comply with school policies and procedures
- To attend relevant meetings as required
- To participate in training and other learning activities and performance management as required
- To carry out other duties as may be reasonably requested by the Senior Leadership Team/Line Manager.

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.

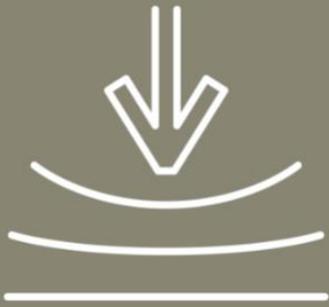
Person Profile

	Essential	Desirable	Evidence
Experience	<ul style="list-style-type: none"> • Working in a literacy/learning resource environment • Negotiating • Working independently • Delivering outcomes • Driving improvement • Dealing with a range of stakeholders • Supervision of others • Co-ordination of people with different skills 	<ul style="list-style-type: none"> • Working in a school environment 	<ul style="list-style-type: none"> • Application form • Certificates of achievement • Probing at interview
Skills and knowledge	<ul style="list-style-type: none"> • Organisation skills including prioritisation and planning own and others • Communication skills both written and oral • Listening skills • Excellent literacy and numeracy skills • Accuracy and attention to detail • Ability to build relationships and influence • Proven track record of contributing to improvement • Ability to contribute to and undertake specialised practices, reading programmes, stock control • Ability to contribute to, comply and work with school procedures and policies • In depth understanding and knowledge of specialised areas. • In depth understanding of statutory policies and procedures affecting schools 	<ul style="list-style-type: none"> • Expertise knowledge of Arbor and/or other Management Information Systems • Proven track record of contributing to school improvement 	<ul style="list-style-type: none"> • Application form • Probing at interview • Testing at interview
Personal Effectiveness	<ul style="list-style-type: none"> • To work effectively with all stakeholders • Initiative and judgement to resolve problems independently relating to their work and the work of others. • To complete work and plan work independently for their work and the work of others. • To exercise and promote value added • To be an aspirational character • To ensure that the school is compliant in dealing with all pastoral matters 		<ul style="list-style-type: none"> • Application form • Probing at interview
Qualifications	<ul style="list-style-type: none"> • Levels of literacy and numeracy will be tested. • NVQ Level 4 in specialised area or equivalent • Professional development 	<ul style="list-style-type: none"> • Degree/professional qualification in specialised area 	<ul style="list-style-type: none"> • Certificates of achievement • Testing at interview



TIBSHELF COMMUNITY SCHOOL

CHARACTER VALUES



Resilience



Respect



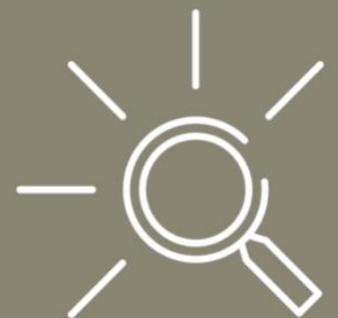
Positivity



Integrity



Community Spirit



Curiosity

