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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**POST-16 SENIOR
STUDENT
ACHIEVEMENT
MANAGER**

September 2024

Ilkley Grammar School
Post-16 Senior Student Achievement Manager (non-teaching)
Scale Pay Point 18 (range 18-22)
Pattern of hours will be 37 hours each week
8.00am to 4.00pm with a 30-minute unpaid lunch each day and an early finish
of 3.30pm one day each week
Term time only plus 5 additional days (likely to be Parent's Evenings and exam results days)

Thank you for requesting details for the post of Post-16 Senior Student Achievement Manager.

This is an exciting opportunity for an enthusiastic, experienced and adaptable professional to join our established Post-16 team. This position was created as a result of significant growth in expanding Post-16 provision within a school judged by OFSTED as 'Outstanding' in all areas, a school where both student achievement and attitudes to learning are amongst the best in the region. We are a fantastic learning community, set in one of Yorkshire's most scenic areas, whose facilities have been further enhanced by the recent completion of a multi-million-pound refurbishment and expansion project.

This is a non-teaching role which could be equally appropriate for a suitably qualified person looking to enter the teaching profession as for someone who is looking to step back from classroom teaching but who wishes to work closely with Post-16 students to support their learning and academic development. This role is required as soon as possible in the academic autumn term.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. All staff have access to an Employee Assistance Programme, and we have an embedded schedule of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays to accommodate these sessions as well as to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Monday 16th September 2024

Provisional interview is scheduled for w/c 16th September 2024

Please be aware that we reserve the right to close early, and so early applications are encouraged.

If you do not receive an invite to interview by Wednesday 18th September, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Ilkley Grammar School

Post-16 Profile

Post-16 is the culmination of the whole school experience and we pride ourselves on the personalised support that we offer our students during this exciting and challenging stage of their life.

Students and staff at Ilkley Grammar School have a proven track record of working hard and working together to achieve great success.

In 2022 24% of A level grades were A*, 48% of grades A*/A, 74% A*-B and 89% at C or above, all of which are well above national benchmarks. 33% of students in scope achieved AAB in 2 or more facilitating subjects. In 2022 the school achieved an ALPS score of 2, placing us in the top 10% of all schools nationally.

In 2023 grades at the top level far exceeded national and were higher than 2019: 11.9% of grades were A*, 31.9% of grades were A*-A at 31.9%. Our A*-B, at 62.5% and A*-C, at 82.5% rates were higher than national, 2019 and 2020 (CAGS), which is impressive given the national context. Finally, our pass rate is significantly higher than national at 99.3% and is only surpassed by 21 and 22. We compare favourably to all local Post 16 providers and have exceeded regional centres of Post 16 excellence such as Greenhead college in Huddersfield. Our average grade of B is an excellent indicator of the quality of education, and whilst our one-year ALPS score of a 4, puts us into the top 30-40% of schools for progress, our three-year ALPs average is a 1, demonstrating remarkable consistency of quality, placing the school comfortably in the top 5% nationally for student progress. In 2017 the quality of our Post-16 provision was officially graded by Ofsted as 'Outstanding' in every area.

This academic foundation creates real opportunities for our students, many of whom have progressed to varied and exciting destinations including Oxbridge and Russell Group universities to study competitive courses such as medicine, law, dentistry, engineering, and veterinary science. In 2023 67% of the cohort secured places at university of which 46% were Russell Group; an additional 6% of students have deferred their university place so by September 24 at least 73% of the 22-23 cohort will be attending university. A further 12% have taken a Gap Year. Since 2016 45 students have progressed to Oxbridge and 21 to medicine/vet/dentistry. In both 2021-and 2022 a record 8 students have secured places at Oxbridge placing IGS amongst the top 100 schools in the country by this measure and one of only very few non-selective state schools to achieve such success. However, in 2023 we had 10 students (including a student who had been in receipt of the pupil premium) achieve offers and meet the entry criteria to take places at Oxford and Cambridge, an area of continued growth and success. In recent years an increasing number of students have also secured higher Degree level apprenticeships at some of the world's most reputable companies. In 2021 students secured placements with PwC, Morrisons and Channel 4, in 2022 a student has secured a placement with Accenture and in 2023 students secured placements at Rolls Royce, Deloitte, Alvarez and Marsal, EY and PWC.

We offer outstanding teaching, specialist pastoral care and a wide range of academic and vocational courses to meet the needs of our diverse student body. This is also complemented by extensive opportunities for Personal Development including accredited sports leadership and mental health qualifications, work experience, the Extended Project Qualification (EPQ) and the development of a range of wider life skills. Such quality of provision helps students develop into well-balanced young adults who are not only academically successful but have the skills and confidence to make a positive difference to their own lives and the lives of others.

We are very proud to be leading Post-16 at Ilkley Grammar School and are looking forward to working with each new cohort of students to see what can be achieved on both an individual level and also collectively, as a strong, purposeful, diverse and cohesive community.

Mr A. J Fox
Assistant Headteacher: Post -16

“The Post-16 student body at IGS is a hard-working and resilient community that prides itself on core principles of kindness, responsibility, and courage. The vast range of extra-curricular clubs spanning sports, leadership and academics allows all students to take their own personal journey of discovery, whether that be related to school subjects or wider interests.

Our large Post-16 body enjoys playing an active role in both the IGS, and wider Ilkley community. Students are given fantastic leadership opportunities and enjoy developing indispensable skills through interacting with and guiding the lower school students. Our excellent pastoral and academic support team ensure all students achieve their Personal Best, while looking after their personal well-being. IGS’s outstanding teaching, extra-curricular opportunities and support ensures all students leave as well-rounded individuals, well-prepared for whatever journey lays ahead, and proud to have been an IGS student.”

Maisie O’Connor, Noah Markham, Ben Ballard – Head Students 2023-24

If you would like to find out more please look at the Post-16 section of our website or read the more detailed section from our SEF below.

Curriculum and teaching: Our Post-16 curriculum is broad, challenging and rich with 40 academic and vocational subjects. The EPQ enjoys exceptional leadership and offers students an invaluable opportunity for deeper, interdisciplinary and personalised learning. All subject areas identify opportunities to develop cultural capital, providing guidance for independent work. Students have access to ‘the best that has been thought and said’ through their Curriculum Enrichment Programme (CEP).

**The Post-16 Curriculum Model
(2 week Timetable, 58 lesson cycle)**

Year 12	Year 13
Tutor time Monday to Friday mornings (15 mins) Except Wed PBT 3 A-Levels/BTEC AND 1 AS, 4 th A-Level or timetabled Enrichment (EPQ, Sports Leaders, Work Experience) Curriculum Enhancement Programme - CEP (Study Skills/Wellbeing/Next Steps) Personal Best Time (PBT) including one of: iTalks, leadership opportunities and 1:1 mentoring	3 OR 4 x A-Levels/BTEC (EPQ completion for a small cohort) 3 or 4 x 11 lessons Personal Best Time (PBT) Weekly extended tutorials or (1/2 hour) 1:1 Mentoring
Supervised Study or Home Study (from January)	Supervised Study (in school) or Directed Study (in school) Or Home Study (once eligible) Up to 25 periods per cycle
	The number will vary depending on your core subject options but will typically be around 10 periods per cycle

Quality of Education and its impact on student achievement:

The overall quality of education at Post-16 is outstanding. The curriculum is ambitious, coherently planned and sequenced so that students' knowledge and skills build cumulatively and is skilfully implemented by a team of specialist teachers who have expert knowledge of the subject/s and courses which they teach. As a result, students produce work of a very high standard and achieve very well in their study programmes with attainment at all thresholds continuing to be well above national standards. Whilst the results returned to pre pandemic levels, A level outcomes continue to be very strong, exceeding 2019 at all grade thresholds, and even 2020 results (CAGS) for some thresholds. In 2023 grades at the top level far exceeded national and were higher than 2019: 11.9% of grades were A* (national 8.9%, 2019 11.6%), 31.9% of grades were A*-A at 31.9% (national 26.5%, 2019 31%). Our A*-B, at 62.5% (national 52.7%, 2019 58.6%, 2020, 62.5%), and A*-C, at 82.5% (national 75.4%, 2019 78.1%, 2020 81.8%), rates were higher than national, 2019 and 2020 (CAGS), which is impressive given the national context. Finally, our pass rate is significantly higher than national at 99.3% (national 97.2%) and is only surpassed by 21 and 22. This shows that our teaching stands up strongly under more robust assessment and students are able to achieve highly. We compare favourably to all local Post 16 providers and have exceeded regional centres of Post 16 excellence such as Greenhead college in Huddersfield. Our average grade of B is an excellent indicator of the quality of education, and whilst our one-year ALPS score of a 4, puts us into the top 30-40% of schools for progress, our three-year ALPs average is a 1, demonstrating remarkable consistency of quality, placing the school comfortably in the top 5% nationally for student progress.

Personal Development and destinations:

The extensive range of opportunities for Personal Development in Post-16 across the '8 strands' is outstanding and considerably strengthens the school's offer. Students benefit from both a core PD curriculum delivered through PBT, PSHE (CEP), tutor time and assemblies as well as from an extremely rich set of leadership and other personalised opt-in enrichment opportunities that are shared with students systematically on a weekly basis. From the start of their time in Post-16, students are championed as role models and relentlessly encouraged to get involved in activities leading students in lower school. The Post-16 SLT receive leadership training year 12 and students have access to accreditation such as Sports Leaders, MHFA and SSAT leadership qualification. The quality of the Personal Development offer alongside outstanding academic provision means that by the start of year 13 students are equipped to apply for an exciting range of destinations. The offer for students has continued to grow. Alongside the popular iLeader programme, this year the iProgramme was launched to coordinate student societies. Our Student Leadership Team and their ambassador team now consist of over 70 students who have a rota of daily duties.

Destinations:

As recognised by Ofsted, through high quality support and guidance, the vast majority of students continue to further training, or study, often at Russell Group universities. In 2023, 67% of the cohort secured places at university of which 46% were Russell Group; an additional 6% of students have deferred their university place so by September 24 at least 73% of the 22-23 cohort will be attending university. A further 12% have taken a Gap Year. Since 2016 45 students have progressed to Oxbridge and 21 to medicine/vet/dentistry. In both 2021-and 2022 a record 8 students have secured places at Oxbridge placing IGS amongst the top 100 schools in the country by this measure and one of only very few non-selective state schools to achieve such success. However, in 2023 we had 10 students (including a student who had been in receipt of the pupil premium) achieve offers and meet the entry criteria to take places at Oxford and Cambridge, an area of continued growth and success.

PRIME OBJECTIVES OF THE POST:

To support students in years 12 and 13 (particularly at points of transition) to achieve their academic Personal Best by working with colleagues to develop a scholarly, studious atmosphere in Post-16 study areas and working with identified individuals and groups to ensure they develop the skills to take control of their own learning both in and out of school. The Senior Student Achievement Manager (SSAM) will motivate, energise and challenge students to develop their potential to the full. They will act as a mentor and coach, providing students with personalised support and will also line manage the other Student Achievement Manager providing direction, guidance and support as required.

As a Senior Student Achievement Manager, you will be expected to demonstrate a consistent, pro-active commitment to the guidance and challenge of students. You will set and review learning targets, agree motivational targets, manage I-Is and produce student progress reviews. You will work as part of a team to support the timely completion of students' university and other progression applications. You will be expected to work flexibly to ensure that the responsibilities of the role are fulfilled effectively.

RESPONSIBLE TO A NAMED TLR HOLDER WITHIN THE POST-16 TEAM, THE POST HOLDER WILL SUPPORT STUDENTS IN THE FOLLOWING AREAS OF RESPONSIBILITY:

Supervised Study: To oversee, and conduct as required, the registering and supervision of students identified for Supervised Study and ensure that at these times a studious atmosphere is maintained and that students use their time purposefully.

Independent Learning: To work with the AHT: Post 16, AAHT Post:16, the Learning Leader Post-16 and other post-16 colleagues to develop a studious and scholarly culture across Post-16 which fosters and promotes independent learning and self-regulation.

Academic mentoring: To work with specific individuals and small groups (identified by the post-16 team through the analysis of data and tutor/teacher referral process) to enable them to develop productive study habits during Supervised Study, around school and at home. In practice you would develop a structured mentoring programme (with mentoring sessions typically taking place during timetabled supervised study periods) with clear aims and goals identified, allocating a caseload to both yourself and the other Student Achievement Manager according to time and relevant skills/experience. Key students would be those who struggle with the transition from year 11 into 12 and from 12 into 13.

EPQ support: Provide academic support and mentoring for a group of identified students with the management of Extended Project Qualification (EPQ) projects and to reinforce taught skills (research, time-planning) using a teacher referral system to identify students who may benefit from this, providing advice and guidance to the other SAM as required.

UCAS and Next Steps support: Support identified students (using a tutor referral system) with the writing of Personal Statements and/or CVs liaising with tutors, the AAHT: Year 13 & Next Steps and the school Careers Lead, providing support and guidance to the other SAM as required.

After school study: Supervise after school directed study (until 4pm) for students who are required to make up time after school as a result of unauthorised absence, lateness or, more rarely infringements of the behaviour policy as part of a rota.

Post-16 events: Contribute as a team member to the planning, organisation and delivery of activities and events within Post-16 with an academic and Next Steps focus such as assemblies, Parent Evenings, transition and destinations events, Parent Information Evenings (e.g. on revision and study skills), taking a lead in areas of expertise.

Exam support: Support with the operational delivery of mock and external exams at key points in the year and take a lead in promoting the development of effective revision and study skills.

Communication and record keeping

Record keeping: Develop and maintain accurate and systematic records of any agreed mentoring/coaching activities which are integrated with wider Post-16 data management systems so that the impact of academic mentoring can be monitored across the whole of years 12 and 13 and ensure that the other Student Achievement Manager maintains accurate and systematic records.

Referral processes: Develop and oversee a referral system for mentoring and coaching in partnership with the Post-16 team.

Post-16 team: Liaise with the Attendance Officer, Senior Pastoral Lead and the Student Support Manager (as well as the members of the Post-16 Leadership Team) regarding key students and to contribute to team meetings with updates on different students receiving mentoring.

Tutors and subject teachers: Liaise with tutors and subject teachers as required in order to agree and identify interventions and actions for identified students.

Parents/carers: To communicate with parents/carers to keep them up to date about mentoring activities and key milestones.

Other duties

- To support GCSE and A level results days using dedicated 'plus days'
- To support at break and lunchtime in the Post-16 Centre as part of a Post-16 duty rota
- To work with the Post-16 team to uphold standards regarding Post-16 dress code
- To line manage the other Student Achievement Manager

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required, for example Fire Marshall and Lunchtime duties
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school.
- be aware of and comply with the code of conduct, regulations and policies of the school.
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles, this post is subject to the satisfactory completion of a six month probationary period.

**PERSONNEL SPECIFICATION
POST 16 SENIOR STUDENT ACHIEVEMENT MANAGER**

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English and Maths	E	Application form and selection process
<input type="checkbox"/> First Aid qualification or willingness to undertake First Aid at Work qualification	E	
<input type="checkbox"/> An understanding of child protection, health, safety and security	E	
<input type="checkbox"/> Good Level 3 and degree level qualifications	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children, specifically at Post-16 level	E	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	D	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Aware of requirements under Health & Safety regulations	D	
<input type="checkbox"/> Experience of mentoring young people	D	
<input type="checkbox"/> Knowledge of First Aid procedures	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Experience of defusing difficult situations in a calm manner	E	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> ICT competence or ECDL level or equivalent	D	
<input type="checkbox"/> Experience of working in a school-based environment	E	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	E	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	

<input type="checkbox"/> Understand and manipulate numerical & statistical data	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
<input type="checkbox"/> Experience of development planning, monitoring and evaluation	D	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	

Agreed by:

Post Holder:

Print name.....

Signature.....