

Social and Emotional Support Manager

Conyers School

Candidate Information Pack

Closing Date: 12 noon Monday 7 October 2024



About The 1590 Trust

The 1590 Trust is a multi-academy trust of seven schools, serving the Stockton-on-Tees area. There are strong links between all seven schools and a shared set of values and ethos. Together we feel we can do more for our local communities, students, pupils, parents and staff.

The history of The 1590 Trust:

Conyers School was first founded in 1590 to serve the community of Yarm and surrounding areas. It has a long and rich tradition of providing a first class education and playing a full role in the wider life of the town.

Conyers Trust was created on 1st November 2016, changing from an Academy Trust founded in 2013 to a Multi Academy Trust (MAT). Multi-academy trusts have different governance arrangements because they are established to oversee and manage more than one academy.

The Trust expanded during 2018 with local primary schools Kirklevington and Layfield joining with Conyers School and Bader Primary school. Levensdale Primary and Bewley Primary joined the Trust in 2019 and Whitehouse Primary School came on board in April 2024.

With the expansion of the Trust, the Trustees felt it was appropriate to have a new name to reflect the changes. Inspired by the first school in Stockton, the Trust changed its name to The 1590 Trust in September 2018.



Head of School
Chris Coleman
Location
Yarm



Headteacher
David Hodgson
Location
Thornaby



Head of School
Sheona Clift
Location
Billingham



Head of School
Louise Peacock
Location
Kirklevington



Headteacher
Helen Owen
Location
Yarm



Headteacher
Joanne Lewis
Location
Yarm



Headteacher
Jane Eyre
Location
Stockton-on-Tees

Welcome from the CEO

I am immensely proud to be Chief Executive of The 1590 Trust.

We are a Trust based in Stockton-on-Tees and provide opportunities for children and young people to reach their full potential, whatever their starting point. We know that this is best achieved in encouraging environments where mutual and self-respect is promoted. We want to grow confident young people able to work independently and think creatively in a fast-changing world.

We have high expectations for everyone, aspiring to excellence in teaching and achieving impressive standards is all areas of school life. Success beyond the classroom in sport and the arts are features of life across our Trust.

For our staff we provide positive working environments, a commitment to the highest quality professional development, opportunities to collaborate to create excellence and encouragement to forge career success.

Trustees, governors and leaders collaborate closely to ensure excellence in all aspects of The 1590 Trust. We welcome the opportunity to engage and partner with schools as our Trust grows and develops. Our aims are to strengthen and secure existing structures, deliver successful outcomes and further expand welcoming schools who share our vision to join us.

Our schools;

are safe, secure, happy and caring

promote inclusion and tolerance, and celebrate diversity

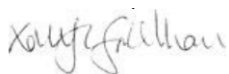
develop independent, resilient, motivated learners

foster enthusiasm, positivity and mutual respect

work collaboratively and sit at the heart of their communities

set high expectations and challenge all to achieve their potential

Progress, standards and outcomes will be high.



Louise Spellman



Life at Conyers

The school is very well equipped with teaching organised into specialist subject areas. All teachers, teaching assistants and year managers are provided with iPads to enhance the learning experience for students and to ensure systems and processes run smoothly. The 'iPad for Learning' scheme means that all students have a tablet enabling them to access the widest range of resources and ensuring teaching and learning is vibrant, purposeful and engaging. This provision enabled us to deliver a virtual school learning experience during the Covid-19 pandemic that achieved national recognition.

We are very proud of our programme of extra-curricular activities. The range of experiences offered means there is something for everyone; sport, music, Duke of Edinburgh, the school show, student leadership, debating clubs, trips and visits, the list is endless. Within these fields, levels of participation are high, standards of excellence are achieved and all of this is made possible by the staff who give willingly of their time and the students who demonstrate real enthusiasm.

What we can offer you:

As a school, we believe in the development of our employees, as they are our most valuable resource. We aim to recruit, train and retain the very best teachers to provide the very best experience for every student. We therefore have a comprehensive CPD programme and numerous opportunities for professional development with a particular emphasis on the development of leadership skills at every career stage. We are also very fortunate to have two training rooms and SWIVL video technology to enable our teachers to develop their craft. Our staff are forward thinking and have regular opportunities to engage in action research and share best practice. We take employee wellbeing seriously and this is reflected in the way we treat our staff. We offer a positive, transparent and supportive working culture.



Living in the North East



The Tees Valley area boasts excellent transport links meaning we attract colleagues from a variety of different locations to work each day. The historic cities of Durham and York are within easy reach and the Tees Valley is conveniently positioned for easy access to both the coast and the North York Moors National Park. The close proximity to Teesside Airport means you are only a short flight away from an international gateway.



The area is well served with facilities for entertainment and leisure, be it Michelin star restaurants, vibrant nightlife or the abundance of sports and leisure facilities such as the Tees Barrage or Riverside Stadium, the opportunities are endless! Outdoor activities are a key part of life in Teesside and we are home to some of the best locations for adventures be it the surfing in the waters at Saltburn or a hike up Roseberry Topping.



The wider region boasts excellent quality housing and is one of the most affordable places to live within the UK. The average house price within Teesside (2021) was £158,412 in comparison to the UK average of £268,349. The many towns and villages that make up Teesside, each offer a unique living experience - there genuinely is somewhere for everyone.



Most importantly, the community we serve are known for their warmth and hospitality and you will always find a friendly face wherever you go!



Social and Emotional Support Manager

Salary: £25,726 - £27,097 (Pay Award Pending)

Closing Date: 12 noon Monday 7 October 2024

Contract Details

Grade I (SCP 19-22)

Term time only + 5 days

37 hours per week

The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced DBS check. The post you are applying for is exempt from the Rehabilitation of Offenders Act 1974. We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

Conyers School is a highly successful mixed comprehensive 11-18 school.

We have:

- A positive and caring ethos and working atmosphere
- Friendly students, eager to learn and achieve
- A committed, enthusiastic and supportive staff team
- Excellent support from the Governing Body, the staff and students

We are seeking to appoint a suitably qualified Social and Emotional Support Manager with the knowledge and skills of one or more of the following:

- Experience of leading on behaviour initiatives within previous roles
- Experience of managing a team
- Efficient organisational skills
- Understanding of a range of behaviour strategies and social & emotional health interventions.
- Good interpersonal skills enabling effective liaison with teaching and support staff teams
- An understanding of solution focused practices to support students to overcome barriers to learning.
- Commitment and dependability within the work place with ability to use your own initiative
- A professional, nurturing resilient approach
- The willingness to work flexibly and constructively as part of a team, to provide day to day support for students
- To establish good relationships with students, parents/carers, colleagues and professionals.

The successful candidate will work in a strong, supportive school team under the direction of the Director of SEND.

More Information Obtainable

If you would like to work in a popular and very successful school then please see our website to download an application pack www.conyers.org.uk application forms to be submitted to snicholson@conyers.org.uk

Conyers School, Green Lane, Yarm, TS15 9ET. Tel: 01642 783253

Job Description

POSITION:	Social and Emotional Support Manager
REPORTS TO:	Director of SEND
RESPONSIBLE FOR:	To oversee the school's provision for Social and Emotional Health, liaising with and coordinating external agencies, providing family liaison and targeted support and intervention for students with Social Emotional Mental Health needs (social anxiety, school based avoidance, medical support)
GRADE:	Grade I (SCP19 – 22) 37 hours per week, TTO plus 5 days

1.	<p>KEY PURPOSE OF THE JOB</p> <ul style="list-style-type: none"> • To coordinate the school's Provision for Social and Emotional Health and support with delivering part of the curriculum. • To ensure students receive Quality First teaching within the provision. • To work as a mentor with individual students to provide "solution focussed" activities to overcome barriers to learning, both inside and outside school, and thereby assist them in achieving their full potential. • Draw up support plans for students, set regular targets and actions and monitor the outcomes - thereby evaluating progress towards a more accessible and positive view of learning and sustained school attendance. • Coordinate and attend review meetings at regular intervals to ensure students make progress • Maintain accurate and up to date records of support plans and evidence of student progress, liaising with SEN leadership • To work with and coordinate tutors, teachers, senior staff and support staff to ensure that students are successful, confident and safe. • To ensure that students adhere to the school's high expectations, both in and out of the classroom. • To organise and participate in the transition processes and reintegration back into mainstream lessons. • To act as home/school liaison lead for students with social and emotional health needs, establishing and maintaining positive relationships with parents/carers. • To work closely with the school engagement team to ensure that the educational, emotional and social needs of identified students are met. • Assist in the overall raising of student standards and achievements, through raising students' esteem, expectations and aspirations.
-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • To lead training sessions to develop staff understanding of social and emotional health needs • To monitor students' academic progress and to ensure that effective educational/pastoral interventions are put in place to enable all students to be successful. • To contribute to Student Voice and ensure that the students are well represented in the whole school.
2.	<p>Operational/Strategic planning & Quality Assurance:</p> <ul style="list-style-type: none"> • To work with staff to ensure the sharing of effective strategies and resources to benefit the students. • To contribute to the development of the school's provision for students with social and emotional health needs. • To contribute to educational enrichment activities. • To contribute to the whole school's planning activities. • To help to implement school quality assurance procedures and to adhere to those. • To take part, as required, in the review, development and management of activities relating to the organisation and pastoral functions of the school's Provision for Social and Emotional Health.
3.	<p>Staff Development, Recruitment & Wellbeing:</p> <ul style="list-style-type: none"> • To take part in the school's CPD programme. • To lead training in social and emotional health for staff. • To continue personal development and attend training where necessary or appropriate. • To work as a member of a designated team and to contribute positively to effective working relations within the school. • To commit to gaining Mental Health First Aid qualification
4.	<p>Communications:</p> <ul style="list-style-type: none"> • To communicate effectively with the parents of students regularly to support student achievement and wellbeing. • To coordinate, communicate and co-operate with bodies outside the school. • To follow agreed policies for communications in the school. • To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools. • To contribute to the development of effective subject links with external agencies. • Where necessary, to act as a single point of contact for families of children with social and emotional health needs, coordinating communications from across the school.
5.	<p>General Duties:</p> <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. • To actively promote the school's corporate policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

6.	SAFEGUARDING and Promoting the Welfare of Children and Young People <ul style="list-style-type: none">• To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.• To demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within an educational setting/environment in accordance with the current DfE statutory guidance for Keeping children safe in education
-----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The duties and responsibilities listed are indicative of the tasks that will be performed and are not intended to be an exhaustive list. The post holder will be expected to take on additional responsibilities appropriate to the role as they arise.

Person Specification

POST TITLE: Social and Emotional Support Manager

	Essential	Desirable
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> GCSE Maths and English at Grade C or above Willingness to participate in relevant training and development opportunities NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience 	
EXPERIENCE:	<ul style="list-style-type: none"> Experience of working with young people 	<ul style="list-style-type: none"> Recent and relevant experience of working with young people. Leading and managing a small team Experience of working in a provision which supports students with additional emotional and social needs
SKILLS/ KNOWLEDGE:	<ul style="list-style-type: none"> Ability to build effective working relationships with all students and colleagues Ability to support students with their learning Ability to promote a positive ethos and role model positive attributes Excellent numeracy and literacy skills Be able to maintain confidentiality The ability to manage behaviour of children in a positive and supportive manner A committed and highly motivated team player. Excellent written and verbal communication skills. Excellent interpersonal and liaison skills. ICT literate with the ability to word process and accurately record data. 	<ul style="list-style-type: none"> Equal Opportunities and recognising the nature of the diverse school community Working knowledge of relevant policies/codes of practice/legislation/progress.

	<ul style="list-style-type: none"> • Ability to engage constructively with and relate to a wide range of children/young people and families/carers. • Ability to adapt own approach in accordance with students needs • Understanding of principles of child development, learning styles and independent learning • Awareness and basic understanding of the school curriculum (within specified age range or subject area) • General awareness of inclusion, especially within a school setting • Able to set tasks which challenge students and ensure high levels of student interest. • Implement behaviour management strategies to tackle challenging behaviour. • Motivate and re-engage disaffected students. 	
<p>PERSONAL AND PROFESSIONAL ATTRIBUTES:</p>	<ul style="list-style-type: none"> • Able to work on own initiative, with minimal supervision and guidance. • Ability to manage own time effectively and assume responsibility. • Ability to remain calm and contribute to the resolution of problems. • Flexible and able to respond quickly to new situations. • A commitment to working as part of the whole school team and supporting the vision and aims of the school • High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with students; treat them consistently, with respect and consideration, 	

	<p>and demonstrate concern for their development as learners</p> <ul style="list-style-type: none">• Demonstrate and promote the positive value, attitudes and behaviour they expect from the students with whom they work	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--