

**Ofsted**  
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**Moorlands**  
Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**STUDENT AND  
FAMILY OUTREACH  
SPECIALIST**

**JUNE 2024**

**Ilkley Grammar School**  
**Student and Family Outreach Specialist**  
**Scale Pay Point 23 (Range 23 -25)**  
**Actual Annual Salary: £27,970 - £30,007**  
**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**  
**(some flexibility may be possible around starting times and this can be discussed at interview)**  
**Term time only plus 5 days**

Thank you for requesting details for the post of Student and Family Outreach Specialist. This post that has a remit to support student behaviour and attendance through a variety of in-school interventions as well as outreach work with families and external agencies as appropriate. This role is required from September 2024.

This new role provides an exciting opportunity for a colleague to play a lead role and make a demonstrable impact to the lives of a wide variety of children at the school, many of whom will be our most vulnerable students.

The Student and Family Outreach Specialist will work as part of the school's extended pastoral support team and will involve regular liaison with all Key Stage Hubs, Heads of Year, SEN and external agencies. The successful applicant will report directly to the Assistant Headteacher: Safeguarding and Attendance but will be expected to work autonomously to ensure that our support provision for students that are struggling to have regular attendance to school, and/or those students who are attending Alternative Provision and/or Work Experience.

The successful candidate will be expected to contribute to and support on-going developments in behaviour support over the next academic year, taking responsibility for the support and interventions provided to particular individuals / group of students' across the school with specific behaviour and attendance issues.

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:

1. How your skills, qualities and experiences make you a suitable candidate for this post
2. Your approach and strategies to:
  - help improve attendance back to pre-pandemic levels (this is a national priority), working with families where there are attendance concerns
  - support the small number of students who access alternative provision

The closing date for this post is: 8am Monday 24<sup>th</sup> June 2024  
Provisional interview is scheduled for w/c 24<sup>th</sup> June 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 26<sup>th</sup> June 2024, 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 – AMBITIONS FOR THE FUTURE 2022-27



GROWING IN WISDOM AND STATURE		
EXCEPTIONAL CULTURE Strengthened by community	A WORLD-CLASS EDUCATION Empowered by knowledge	TRANSFORMATIONAL LEADERSHIP Driven by a shared, moral purpose
1.1 Whole school culture is built on the core values of the school: <b>respect, courage, responsibility, kindness, resilience, and pride</b> . This promotes positive relationships, interactions and honest dialogue which support positive mental health and wellbeing. Care and consideration for individuals are at the heart of our daily practices.	2.1 All students have the currency of choice for their futures. Students are inspired by a world-class, personalised curriculum which provides access to rich and “powerful knowledge” immersing all students in “the best that has been thought and said”. All students appreciate and <b>respect</b> the power of the written and spoken word to master language and emotional, intellectual, and cultural literacy.	3.1 IGS is firmly established as a beacon of outstanding, northern comprehensive education, taking <b>pride</b> in sustained high performance and exceptional student achievements. Standards are benchmarked against national and international measures of excellence, learning from the very best schools and organisations to support and drive continuous and sustainable school and system improvement.
1.2 A vibrant, accepting, cohesive, and safe school community is cultivated which celebrates <b>kindness</b> and actively promotes <b>respect</b> , equality, and diversity. All members of the school community thrive in a positive culture, where everyone’s voice is heard, free from discrimination and prejudice.	2.2 Staff take <b>responsibility</b> for, and are committed to, tackling social disadvantage, understanding that education has the power to transform lives, enabling students to have a “seat at the table.” Through the use of evidence, trauma-informed practice and a world-class curriculum, barriers to social justice are removed. As a result, the opportunities, outcomes, and life chances of the most vulnerable students are improved so they achieve their Personal Best and have a strong sense of personal <b>pride</b> .	3.2 Leadership is inspirational, evidence-informed and values driven with high levels of support, trust, and professional challenge. Leaders lead with <b>courage</b> and integrity, making decisions based on the very best interests of students and staff. They engage positively with staff to improve workload, focusing on what is proven to make the greatest difference to students’ learning and experiences.
1.3 Students are empowered to take <b>responsibility</b> for their own behaviour, demonstrating an unwavering <b>respect</b> for themselves, others, their environment, and community. Relationships between staff and students are built on the school’s core values which are modelled, promoted, and celebrated by all. There is a strong culture of equity where staff know, care for, and champion each student.	2.3 Students are nurtured to become metacognitive, expert scholars who can build connections to make new learning meaningful and durable. Students demonstrate <b>resilience</b> when faced with challenge and hard thinking; they are motivated to approach learning with <b>courage</b> and critical curiosity. Teachers apply cutting-edge research from cognitive science to classroom pedagogy and curriculum design to allow students to develop memory and regulate their own learning.	3.3 Leaders take <b>responsibility</b> for using resources wisely, efficiently, and strategically, maximising their impact through a consistent focus on the quality of implementation and careful management of the pace of change. Leaders hold themselves and others to account for the responsibilities they hold and model and build <b>resilience</b> .
1.4 Exceptional, evidence-informed pastoral care, robust safeguarding practices, outstanding Relationships, Sex and Health Education, and support for students’ mental and physical health, attendance and wellbeing ensure all students feel safe, valued, nurtured, and <b>respected</b> as individuals.	2.4 The learning needs of all students are met through a truly inclusive curriculum and a focus on ‘how students learn’. We know all of our students, <b>respect</b> their individual needs and differences, investing in high-impact strategies and resources to remove barriers to learning. As a result, students with SEND thrive and our mainstream and additional resource provisions have a growing reputation for excellence. We play a leading role in regional networks, taking <b>responsibility</b> to build expertise and capacity and to contribute to a more inclusive and fair system.	3.4 Collaboration, teamwork, and mutual <b>respect</b> are championed at every level, forging, developing, and maintaining parent, local, national, and global partnerships and networks for the benefit of our students and the wider Ilkley and Moorlands Learning Trust Community. Leaders have an influential voice within and for the Trust and at a regional and national level.
1.5 Students recognise and harness the power of their voice to question and think critically about the world around them. They have the <b>courage</b> to make a positive difference, taking <b>responsibility</b> to speak up and to speak out to enact positive change for themselves, others, and wider society and refuse to be bystanders in the face of injustice.	2.5 A world-class post-16 curriculum combines with unparalleled personal development opportunities to provide life-changing experiences. IGS students are empowered to progress onto exciting and varied destinations of their choice, including the most competitive, where they flourish. They look back on their time in the Sixth Form with <b>pride</b> and willingly return to IGS as highly skilled and articulate alumni who further enrich our community.	3.5 Governance is robust, strategic, and ethical, harnessing expertise from a range of sectors. Governors use a network of experts and research, draw on their broad skill base to support and challenge school leaders, and have the knowledge and confidence to be <b>courageous</b> . Governors embody the school values to achieve an ambitious shared vision and are committed to an effective, honest, and <b>respectful</b> partnership with school leaders to drive aspirational school improvement.
1.6 Students feel a strong sense of belonging, <b>responsibility</b> , and <b>pride</b> in their school and local community. They are willing to invest in, and contribute to, the school’s ever-growing success and exceptional reputation. Students develop a strong affiliation with the school and what it stands for and are eager to take <b>responsibility</b> to represent the school and the wider community positively as student leaders and ambassadors.	2.6 Exceptional talent is attracted, harnessed, developed and retained through investment in ambitious career pathways and aspirational staff development opportunities for all. Staff feel valued and <b>respected</b> , with access to excellent professional development and supportive networks. They are encouraged to take <b>responsibility</b> for, and influence, their professional growth and learning and have opportunities for progression at IGS and/or across Moorlands Learning Trust.	3.6 IGS has exceptionally strong financial <b>resilience</b> and an informed, confident, and robust approach to risk. Self-generated income is maximised in order to make a positive difference to the school, wider community, and future generations There is continued and relentless investment to improve the school buildings so that the facilities and learning environment mirror the exceptional quality of the IGS community and instil a strong sense of <b>pride</b> .
1.7 Memorable and transformative opportunities and experiences of the real world at a local, regional, national, and international level are further developed, broadening students’ horizons, encouraging ambition, stimulating their imagination and curiosity, and building <b>resilience</b> . As a result, students are outward-looking, open-minded and have the knowledge, skills, and experiences to engage as active, influential, <b>respectful</b> , and <b>responsible</b> citizens.	2.7 Our world class education is rooted in research that focuses on ‘the best bets’. Evidence-informed thinking is embedded and <b>respected</b> in the professional culture of the school, pervasive in decision-making and there is a clear link between research and whole-school priorities and improvement. Staff take <b>responsibility</b> to engage positively and proactively with research, having the <b>courage</b> to produce research and share knowledge beyond the school and Trust. This leads to outward-facing opportunities to collaborate, share best practice, and grow reputationally as a centre of excellence.	3.7 An unwavering commitment to sustainability runs through all aspects of the school’s work. Projects are planned and implemented to systematically reduce our carbon footprint and take <b>responsibility</b> for the environment. Members of the school community are exceptionally well-informed and collaborate with external partners, empowering all to take action as leaders of positive change to make the world a better place.
	2.8 Cutting-edge EdTech is used seamlessly to facilitate exceptional teaching and learning and inspire curiosity and creativity. All staff have the <b>courage</b> to innovate, using technology to drive and sustain improvement, enabling responsive teaching and efficient diagnostic feedback, delivered at the point of learning. Assistive technologies enable all students to access the curriculum, whilst also enhancing their digital literacy, independence and self-regulation, empowering students to take <b>responsibility</b> for their learning.	

## **PRIME OBJECTIVES OF THE POST:**

### **RESPONSIBLE TO THE ASSISTANT HEAD TEACHER: SAFEGUARDING AND ATTENDANCE THE POST HOLDER WILL:**

- To work as directed in meeting the needs of students, particularly those students that have chronic long term behavioural or emotional needs and/or poor attendance.
- To support the work of all pastoral hubs and offer bespoke support for students – and often families - in need.
- To develop accountable links with families that help to manage student behaviour and support young people in accessing the curriculum/school
- To work closely with the students, families and Alternative Provision providers to ensure that students welfare and attendance is closely monitored
- To act as attendance champion across the school, ensuring behaviour targets are met.
- To respect the confidentiality of information relating to the school and its students
- To work closely with student support teams to ensure continuity of approach with SEND students
- To work with the AHT: Safeguarding and Attendance and year teams to plan and deliver appropriate intervention strategies
- Support the work of the student support teams with all external agencies

## **MAIN RESPONSIBILITIES**

### **ATTENDANCE AND OUTREACH**

- Work closely with the attendance team to support students and families where attendance is a significant barrier to their education
- Support students to get back into school, including developing and agreeing appropriate interventions and reasonable adjustments
- Establish links with families that support the wellbeing, behaviour and achievement of young people throughout school
- Meet in school and visit families in their own homes to ensure the best possible support to enable students to attend school
- Support the Early Help process, Children's Social Care meetings and other strategy meetings as required
- Be prepared to have flexible lunch and break times to work around students to deliver lunchtime provision

### **ALTERNATIVE PATHWAYS**

- Be the key contact for all students and their families that access an Alternative Provision pathway, including work experience
- Work with the key links at Alternative Provision providers to ensure that strong relationships exist between IGS, the provider, and the students and families
- Develop portfolio/menu of interventions and then manage, plan, communicate and oversee these for students
- Identify students who may need alternative provision and then assist in identifying suitable placements, and facilitate the smooth transition into the alternative pathways
- Prepare and monitor bespoke timetables and enlist staff to support these
- To contribute to Personalised Support Programmes through participation in LINC meetings
- Lead, with appropriate staff, provision for identified challenging students at risk of exclusion
- Work with Learning Support Team to build profiles of students

### **BEHAVIOUR PROVISION**

- Develop appropriate provision for identified individuals or groups of students.
- To assist students with chronic social, behavioural and emotional needs, in following educational programmes and activities
- Monitor progress of students with Heads of Year and AHT across the school with a specific CTL focus.
- Contribute to and lead training on behaviour management/bespoke intervention
- To meet with students in school and support improvement in behaviour, wellbeing and achievement
- To keep appropriate records of the student's performance and support given as required
- Work with students incoming and outgoing on managed moves

- Be a presence around school; devise and implement a walkabout programme targeting hotspots and identified lessons for students being supported via the Nurture Provision or those students identified at the LINC meetings

**ADMINISTRATIVE SUPPORT**

- Keep clear and accurate records of all meetings, interventions and visits.
- Safeguarding Training

**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
- 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**

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- 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.

**Agreed by:**

**Post Holder:**

**Print name.....**

**Signature.....**

**Date: .....**



**PERSONNEL SPECIFICATION**  
**Student and Family Outreach Specialist**

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English, Maths	E	Application form and selection process
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Substantial experience of working with secondary school-age children with behavioural and emotional needs	E	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	E	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Supervisory experience	E	
<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 using ICT in a work capacity	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Ability to defuse 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	
<input type="checkbox"/> Experience and knowledge of working with alternative educational provision providers	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Any training in the area of Learning Support, Behaviour Management, Health, Child Care, Youth Work or relevant practical skills	D	
<input type="checkbox"/> Evidence of relevant CPD	D	
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"/> Development planning, monitoring and evaluation	D	
<b>Professional Qualities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<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	
<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<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	
<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<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	
<b>Safeguarding</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	<input type="checkbox"/> E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	<input type="checkbox"/> E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	<input type="checkbox"/> E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	<input type="checkbox"/> E	