



Royal Greenwich
Trust School



Candidate Information Pack

Student and Family Support Worker

Learning Today, Leading Tomorrow

Responsibility | Grit | Teamwork | Success



“ Providing transformational educational opportunities for all children...”



Student and Family Support Worker

Royal Greenwich Trust School

University Schools Trust

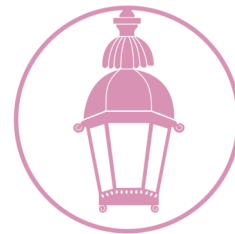
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Welcome



Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.rgtrustschool.net

If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 020 8312 5480 ext. 515

or email Recruitment@rgtrustschool.net.

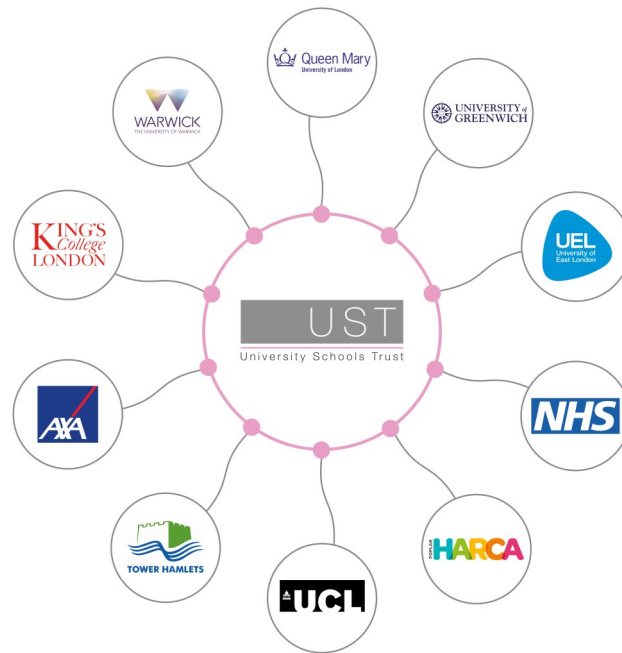
Caroline Longhurst

Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

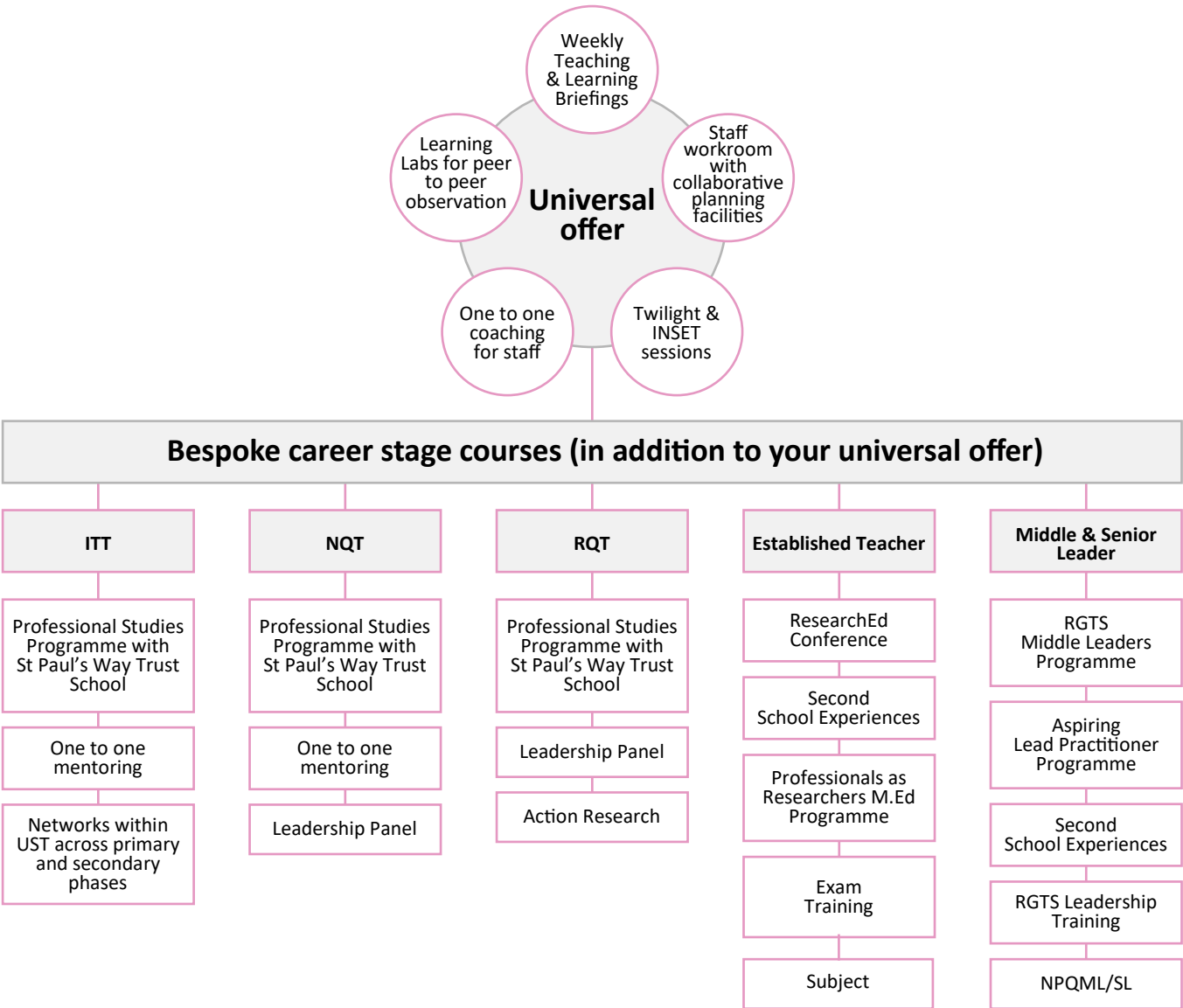
www.ust.london/444/school-of-education

Continual Professional Learning

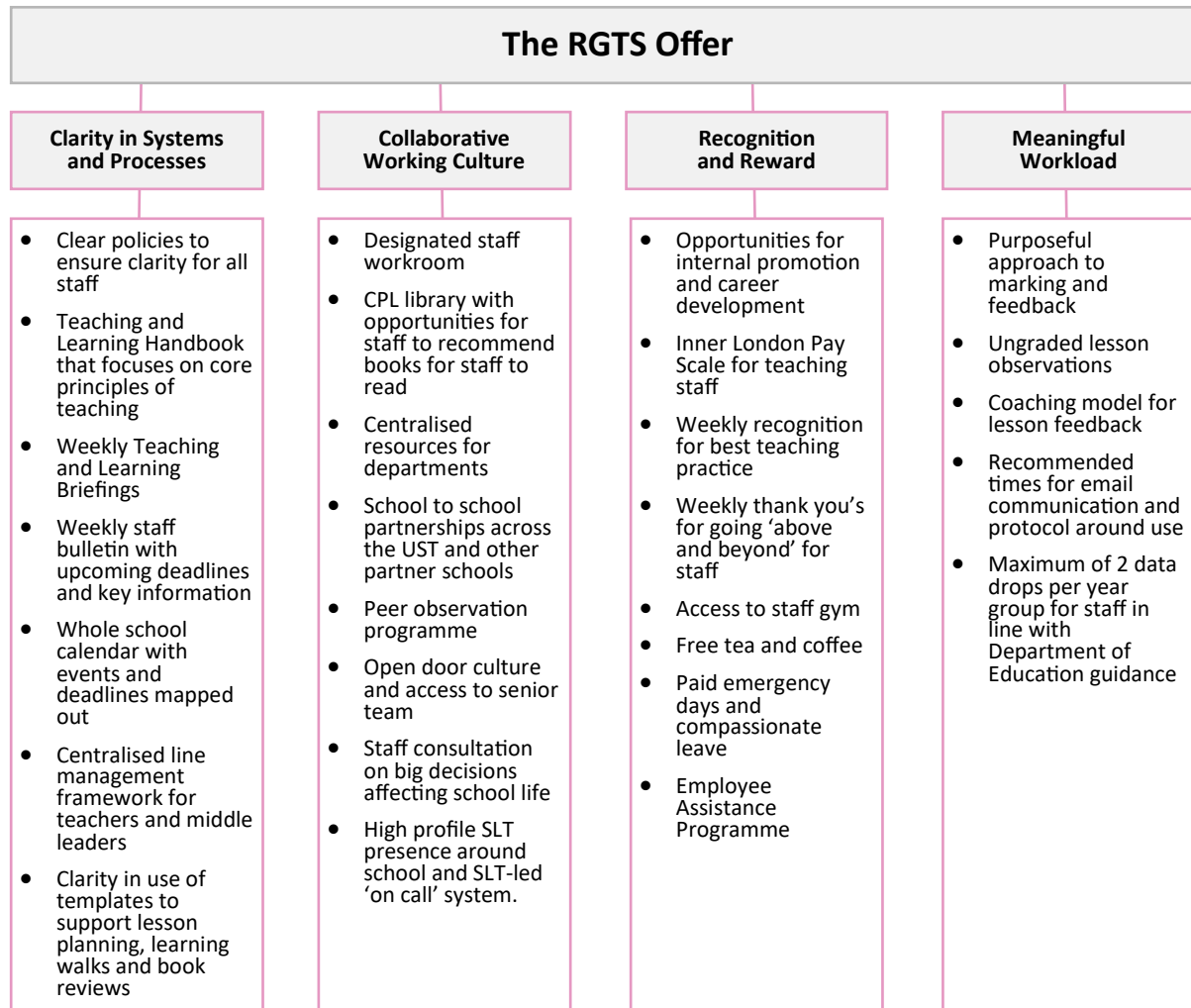
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations
- Coaching from a team of external coaches



Staff Benefits and Wellbeing



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four broad areas:

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

Job Title:	Student and Family Support Worker
Location:	Royal Greenwich Trust School
Responsible to:	Deputy Headteacher – Inclusion
Full/part time:	Full time (35 hours per week), Term Time Only
Grade:	SO1 £31,122 - £32,112 (Salary will be pro-rata of FTE) Pro rata: £27,006.06 - £27,865.13 per annum

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

Main purpose of this role

The role of Student and Family Support Worker at RGTS is key to ensuring the school achieves a positive climate for learning where every young person can succeed, feel safe and possess a sense of belonging within our learning community.

This is a significant role within our inclusion team which involves working with

- a range of colleagues in the school
- young people from all year groups and in partnership with their parents/carers
- outside agencies and community groups

This role would suit an individual who is committed to improving the lives of young learners and enjoys working within a range of teams to achieve that goal.

This dynamic role requires an individual who is prepared to adapt to the context of the school and, most importantly, the needs of young people. Consequently, regular reviews through line management may result in some changes in the main duties associated with this post.

SPECIFIC RESPONSIBILITIES

- Working alongside the Deputy Headteacher – Inclusion and other key staff to highlight those students and families in need of support through our Vulnerable Students Index and other available data/information
- Establishing constructive relationships with parents/carers, facilitating their support and providing advice in relation to the support packages available from the school and other agencies.
- Acting as an advocate for the young people you work with whilst maintain a balance between proactively supporting them and prioritising their positive reengagement with education, the school and their family.
- Maintaining an agreed caseload and being the trusted adult for the child/ren and the key link between the school and the parents/carers in addition to other duties related to the role.
- Developing and maintaining a thorough knowledge and appreciation of the range of agencies, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide support for parents/carers where appropriate.
- Liaising with outside agencies and community groups to ensure their input is valued and that agreed strategies are shared within the school to support the young person.
- Representing the school at key meetings, as agreed with your line manager, and acting as the champion for the child/ren concerned.
- Participate in making home visits with the Student Services Manager and other representatives from outside agencies e.g. social care, attendance advisory, police.
- Assessing the needs of students, using a variety of tools, to ascertain the underlying causes of any negative behaviours or lack of positive engagement, working with staff, parents/carers and outside agencies to address and resolve as needed.
- Putting individual support plans in place, setting up bespoke timetables and implementing transition plans.
- Working with the Student Services Manager to encourage and persuade parents/carers to secure high levels of school attendance and holding your own agreed caseload relating to this.
- Liaising with the SENCO, Heads of Year and Social & Academic Mentors (SAMs) to avoid duplication and maintain clarity around who is assigned to which students/families.
- Finding creative solutions to challenges which remain within the ethos and culture of the school and achieve improved outcomes for young people.
- Making referrals to outside organisations and pursue the process to achieve swift and effective interventions for students and families.
- Contributing to the preparation of paperwork and in compiling evidence for cases going to the Fair Access Panel.
- Working with the Student Services Manager to ensure that all students who enter the school mid-year e.g. through in-year admissions, FAP are properly supported from the outset and have a clear integration and review plan in place.
- Playing a leading role in the integration or reintegration of any complex cases, as agreed with your line manager.

- Monitoring, reporting on and evaluating the implementation of all plans and interventions.
- Responsibility for accurate, detailed and timely record keeping and report writing demonstrating strong administration skills.
- Monitoring and evaluating the effectiveness of work undertaken with families on an ongoing basis.
- Working on a one to one or small group basis with young people to provide nurturing opportunities for students.
- Sourcing and contributing to the delivery of parenting groups and parent/carers classes.
- Maintaining a high profile around the school and acting as a positive role model for all students in our care.
- Assisting with duties during unstructured time and at the start and end of the school day as per the published rota.
- Supporting the on-call system in place and providing any necessary follow up.
- Supporting the pastoral team as necessary to ensure the swift and effective management of behaviour incidents. This includes specifically supporting heads of year or the senior team, when required.
- Undertaking any other duties and responsibilities as required that are in keeping with the nature of the post.
- Contributing to the development of working practices within the Inclusion Faculty.
- Contributing to staff professional learning in the context of behaviour management and learner engagement.
- As part of the school Safeguarding Team, taking responsibility for acting swiftly in the context of safeguarding concerns, informing staff, parent/carers and relevant outside agencies of concerns and logging details of each incident on SIMS and CPOMS.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The postholder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant)
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB AGREEMENT

The post holder will be line managed and appraisal managed by: Deputy Headteacher - Inclusion

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

Signed by (Postholder)

Signed by (Headteacher)

PERSON SPECIFICATION

	Essential
Qualifications	<ul style="list-style-type: none"> GCSE at grade 4+ (A* - C) in English and mathematics or equivalent Evidence of further study and qualifications beyond the age of 16
Experience	<ul style="list-style-type: none"> Excellent interpersonal, organisational and administration skills. An understanding of child protection policies and procedures in schools. Prior experience of working in a similar role in an educational environment. Willingness and motivation to participate in any training or development required to improve skills / performance. Knowledge of working with young people in the context of supporting them with their behaviour and well-being. A track record of working with agencies in the context of supporting young learners. A commitment to working within a range of teams to support young learners. Knowledge of SIMS (Schools Information Management System) Willingness to undertake relevant safeguarding and other training relevant to the role e.g. first aid.
Characteristics/ Attributes	<ul style="list-style-type: none"> Able to organise one's own work, to prioritise tasks and keep deadlines. Able to work independently as well as part of the team. Able to be flexible and respond effectively to the 'unexpected' Able to communicate and interact effectively with parents/carers, staff, learners, and external stakeholders. Able to manage conflict, be innovative in terms of strategies to support young people and maintain a professional demeanour at all times.

Application and Selection Process

All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit <https://www.rgtrustschool.net/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is Tuesday 12th July 2022, 9am.





Royal Greenwich Trust School

765 Woolwich Road, Charlton, London SE7 8LJ

T 020 8312 5480
E Recruitment@rgtrustschool.net
W www.rgtrustschool.net

