



Recruitment Pack

Student Key Worker

Closing Date: Monday 17th January 2022 at 9:00am

Interviews: To be confirmed

JOB REFERENCE NUMBER: 224784

A Message from the Chief Executive Alpha Academies Trust

Dear Applicant,

Thank you for downloading this application pack and for your interest in becoming a Student Key Worker for The Excel Academy, part of The Alpha Academies Trust in Stoke-on-Trent.

Our Trust currently consists of five academies:

The Discovery Academy - Age 11 -16

The Excel Academy - Age 11 -16

Eaton Park Academy-Age 3- 11

Maple Court Academy - Age 4 – 11

Sneyd Academy – Age 4 – 11

We are ambitious and seek to secure the very best outcomes for all our learners, developing pathways from Early Years to Post 16 and beyond. Our ethos is based around nurture and the ambition to drive outstanding achievement – this applies both to our students and our staff. Through continual professional development and extensive pastoral programmes, we strive to create an environment which enables staff to set their own goals and develop professionally.

Parents and stakeholders are at the heart of our learning partnerships. Our Governors are challenging and supportive and all our staff are committed and dedicated to providing the highest standards of education for all children and young people in our academies.

We are looking for dedicated and enthusiastic professionals to join our highly skilled staff and help deliver outstanding educational experiences for the young people of Stoke-on-Trent.

I look forward to receiving your application and meeting you soon.

Yours faithfully,

Mr S French
Chief Executive Officer

The Context

The City of Stoke-on-Trent is in the West Midlands and has a population, of 249,000, which is predominately white British but with a significant minority ethnic community. Ambitious plans are underway to transform and renew the City through major investment in health, housing, economic development, and education. The 'Potteries' as Stoke-on-Trent is affectionately called is renowned for its world class ceramics industry and industrial heritage. The Midlands power house is driving economic growth and renewed prosperity.

The City boasts a strong cultural tradition and is a contender for City of Culture 2020/2021 with its Premier League football team, ceramics heritage and Performing Arts tradition.

With a 10% increase in the number of children, education is of critical importance to the future prosperity of the City, and the BSF programme has established excellent facilities for our young people.

Aims & Vision

- To create a network of Good and Outstanding Academies that provides excellent academic tuition and vocational experiences
- To provide children and young people with a full range of pathways from early years to post 16
- To inspire all children and young people to aim high
- To close the gap in life chances between those who are disadvantaged and those who are not
- To involve employers in creating innovative learning experiences
- To make sure that young people have the skills for the modern workplace
- To provide extensive information advice and guidance for young people to become well rounded adults, that contribute to society as highly employable responsible citizens

In an Alpha Academy

- Children and young people develop strong literacy, numeracy and employability skills
- Children and young people enjoy innovative learning experiences, including sport and the arts which lead to high levels of success
- Children and young people's progress is always tracked and monitored and no one falls behind
- Children and young people understand the pathways open to them. Through our Academies the gates to next steps and phases are opened
- Children and young people, parents and staff feel valued, safe, supported and have a voice
- Children and young people have the best staff and Academy leaders as their role models
- Children and young people enjoy inspirational learning environments which are safe, well maintained and constantly improved
- Children and young people enjoy the best catering and nutrition
- Staff have an entitlement to first class training, coaching and support
- Staff have opportunities to progress from the start of their career onwards
- Employer partners contribute to curriculum design
- Governance is strong, challenging and supportive
- Parents are partners in their children's education

Our Academies

The Discovery Academy

Our largest Academy opened in September 2011 and moved into a new £25 million accommodation in September 2013. Student numbers are increasing and attainment for all students is improving steadily. The highly qualified and committed staff follow the 'mission statement' of Expect Excellence. Steady improvement was validated by Ofsted in 2016 with good judgments for teaching, behaviour and leadership. In 2017 we are very proud that Discovery was the most improved Academy in the City, with results continuing to improve in 2018.



"The quality of teaching and the curriculum have improved significantly. Both suit the needs of pupils and accelerate their progress."

"Governors are relentless in their drive for higher standards. Their support and challenge are effective in improving current standards."

"There is a clear sense of equality and inclusion in the school. Diversity is recognised and valued. This encourages harmony in the community in which the school is located and in the wider area. Pupils told inspectors, 'Everybody is welcome here'."

The Excel Academy

Holden Lane High School converted to become the Excel Academy in March 2014 and has consistently been one of the highest performing academies in Stoke-on-Trent. Student numbers are increasing rapidly as the success of the Academy has led to many years being oversubscribed. It is the school of choice in the north of the city and is housed in new build and refurbished buildings.

The Academy was inspected by Ofsted in November 2016 and maintained a 'Good' judgement and is focused on becoming an outstanding provision.



"Expectations of staff and pupils are high. There is a strong team spirit across staff at all levels in the school and they are very committed to the school's ethos of 'Pride and Respect'."

"The Excel Academy is now the school of choice for an increasing number of local parents and, consequently, it is now oversubscribed and has large cohorts in lower year groups."

"The great majority of parents who responded to Ofsted's online questionnaire, Parent View, confirmed that their children make good progress in school and that they would recommend the school to other parents. One parent wrote, 'I am very happy with my child's education. My child enjoys school and is happy to attend Excel Academy. I couldn't wish for more.'"

Eaton Park Academy

Eaton Park converted to become an academy in 2012 and has consistently been one of the highest performing academies in Stoke-on-Trent for the last few years. In 2018/19 we were the highest performing primary school in Stoke on Trent and for the last two years we have been in the top 3% of schools nationally for pupil progress. Student numbers are consistently increasing due to the successes of the academy and its popularity locally. Eaton Park Academy has around 500 pupils and is one of the larger primaries in Stoke, offering places from Nursery through to Year 6.

The Academy was inspected by Ofsted in March 2019 and maintained a 'Good' judgement, we are now focused on becoming an outstanding provision.



"As a result, pupils continue to achieve well and by the time they leave Year 6, pupils' progress in reading, writing and mathematics is consistently above the national average. In 2018, pupils' progress was significantly above average and in the highest 10%."

"Leaders' high ambitions for pupils and provide effective support and challenge to leaders to continually improve the school."

Parent View, are highly positive about the school and would recommend it to others. Staff are proud to work at the school. They say that they are well supported by leaders to carry out their roles effectively.

Maple Court Academy

Maple Court is a large primary academy with almost 500 pupils located in the Bentilee area of Stoke-on-Trent. Children enter the Academy with very low literacy and numeracy skills and the academy is ambitious to provide all pupils with the skills, knowledge and understanding to succeed in later life. We expect excellence from everyone and believe that all of our pupils can achieve excellence too.

The Alpha Academies Trust sets a very clear vision for all its educational providers: to champion the life chances of learners in the community it serves. This vision is systematically implemented in Maple Court Academy. As a result, pupils receive good quality education in a safe environment where their best interests are uppermost.



Since it became an Academy in 2014 standards have improved. Our approach to teaching and learning is very inclusive and we strive to ensure that the support and feedback given to pupils results in all groups learning equally well in lessons.

Alpha Academies Trust and our governors have supported significant investment in buildings and facilities here since 2014, creating a first class learning environment for pupils and staff alike. We are proud of the improvements we have made at Maple Court Academy and urge all candidates for positions here to come and see it for themselves.

“The College Academies Trust (Alpha Academies Trust) has set a clear vision for the academy to provide an excellent quality of education for its pupils. The Trust and the local governing body hold leaders rigorously to account for delivering this strategic plan.”

“The College Academies Trust (Alpha Academies Trust) sets a very clear vision for all its educational providers: to champion the life chances of learners in the community it serves. This vision is systematically implemented in Maple Court Academy. As a result, pupils now receive good-quality education in a safe environment in which their best interests are uppermost.”

“The approach to teaching is very inclusive. The individual challenge, support and feedback given to pupils ensure all groups learn equally well in lessons. For example, disabled pupils and those with special educational needs are well supported in lessons, and so learn as well as other pupils.”

Sneyd Academy

Housing almost 600 pupils, Sneyd Academy is one of the largest primary academies in Stoke-on-Trent. It is located in the centre of the city with good access to local facilities such as Central Forest Park and Festival Park. The Academy serves a diverse population from the Sneyd Green, Cobridge and Burslem areas and is very much a school at the heart of its community.

The school has two beautiful Victorian buildings which opened in 1901. In addition, a purpose built Early Years and KS1 block was added to the site in 2016 and a fully refurbished, purpose built dining room completes the accommodation. The school has extensive grounds which supports the lively school curriculum. The school was judged good at its last inspection in 2015.

“Governance is strong. Governors share the headteacher’s drive to ensure the best results for pupils.”

“Pupils are very polite and courteous. Pupils are welcoming to visitors and keen to talk about their work. Pupils are very proud of their school and show this by wearing their uniform with pride and showing respect for the pleasant and vibrant learning environment.”

“The quality of teaching across the school is consistently good, with some that is outstanding.”

“Pupils show positive attitudes to learning and make good progress.”

In total, over 4,000 students aged 4-19 years are currently on roll and supported in our Academies. In addition, we employ approximately 525 staff across the Trust.

Job Description

This post is subject to an Enhanced DBS Identity Check under the Rehabilitation of Offenders Act (1974).

Candidates called for interview will be required to provide photographic proof of identity, proof of address and original qualification documents.

PURPOSE OF THE POST

To provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum.

To work with a range of underachieving students, but give priority to those who need the most help, especially those who are entitled to free school meals.

CORE PURPOSE

- Work with children whose behaviour and disaffection has significant impact upon their attainment.
- Support the ethos of the Academy.
- Improve student progress and achievement by helping to minimise barriers to learning and maximise student participation.

DUTIES

- To develop a one to one mentoring relationship with students needing particular support where necessary, aimed at achieving the goals defined in the action plan.
- To devise, implement and evaluate specialised programmes of work to encourage and promote a student's social emotional and behavioural development.
- To work with teaching staff and/or other support staff in devising and implementing individual learning plans to promote students' academic, social, emotional and behavioural development.
- To plan, assess and facilitate structured games and activities, to support students to make appropriate use of unstructured times.
- To plan and draw up approaches that could be used to support students both individually and within a group.
- To work with individuals and groups both within and outside the class room setting.
- Help students to manage and resolve conflict by using and teaching them a variety of strategies.
- To maintain regular contact with families/carers of students in need of extra support, keeping them informed of the students' needs and progress, and to secure positive family support and involvement.
- To assist in the identification of those students who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each student who needs particular support.
- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.

- To provide feedback to students and colleagues on students' learning and behaviour within a framework set by a teacher.
- To monitor students' participation and progress, providing feedback to teachers, and giving constructive support to students as they learn.
- To observe and monitor student progress, adapting an agreed approach to meet particular needs, recording and maintaining records of students' development and progress.
- To contribute to the assessment of student progress and to produce detailed written reports outlining student progress.
- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our students.
- Help plan the reintegration of students after extended absence or exclusion.
- Monitor student progress before, during and after intervention to measure the impact of the intervention strategy on progress; including student evaluations.
- Maintain a record of evaluations as evidence of effective practice, support and guidance.
- Identifying, in association with academy staff, students who would benefit from mentoring.
- Plan, lead and support one to one/group interventions such as anger management.
- Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified.
- Attend and participate in multi-agency meetings contributing to the sharing of information and/or planning in relation to specific students.
- To communicate effectively and sensitively with students to support their learning.
- To use behaviour management strategies, in line with the Academy's policy and procedures which contribute to a purposeful learning environment.
- To promote and support the inclusion of all students, for example those with special educational needs, students from minority ethnic groups and those with disabilities, in the learning activities in which they are involved.
- To continue to professionally develop the role of Learning Mentor by attending appropriate and relevant training programmes.
- Participate as required in relevant training which has been identified by the members of the Senior Leadership Team. This will include a planned induction period.
- Ensure confidentiality is maintained at all times. To contribute to the delivery and adaptation of the curriculum for student with Special Educational, Physical, Emotional, Social and Developmental needs.
- Undertake a range of administrative duties relevant to the post.

PERSON SPECIFICATION**DEPARTMENT:** EXTENDED LEARNING**APPOINTMENT OF:** STUDENT KEY WORKER

MINIMUM ESSENTIAL REQUIREMENTS	MEASURED BY: A) APPLICATION B) TEST/EXERCISE C) INTERVIEW
QUALIFICATIONS/TRAINING It is essential that the post holder has: <ul style="list-style-type: none"> Achieved a qualification in English/Literacy and Mathematics/Numeracy equivalent to at least Level 2 of the National Qualifications Framework. NNEB/Cache Level 3 or other appropriate qualification. BTEC, NVQ III, LSA01. Equivalent experience. It is desirable that the post holder has: <ul style="list-style-type: none"> Honours Degree. 	A
EXPERIENCE/KNOWLEDGE It is essential that the post holder has: <ul style="list-style-type: none"> Knowledge of how ICT can be used to advance students' learning and can use common ICT tools, such as spread sheets to monitor progress/attainment. Experience of working with students with social emotional and behavioural difficulties. Knowledge of child protection. Knowledge of the factors that can affect the way students learn. Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. Experience of building positive relationships with parents/carers Familiarity with Academy curriculum, the age related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges involved, particularly that of English GCSE. Awareness of the statutory frameworks relevant to the role. Knowledge of the legal definition of Special Educational Needs (SEN) and is familiar with the guidance about meeting SEN given the SEN Code of Practice. Experience of delivering learning beyond the classroom based activities 	A & C
SKILLS AND ABILITIES It is essential that the post holder has: <ul style="list-style-type: none"> Understanding of a specialist area to support students learning and ability to acquire further knowledge to contribute effectively and with confidence with groups of students. Ability to work with challenging young people with resilience and patience in short time frames. Be highly motivated, proactive and organised and be able to manage own workload. 	A & C

ADDITIONAL FACTORS: It is essential that the post holder has: <ul style="list-style-type: none"> • A willingness to constructively and continually challenge self and others to improve own and team performance. • A willingness to undertake appropriate training. • Awareness and sensitivity with regard to equal opportunities and race equality. • An ability to fulfil all spoken aspects of the role with confidence through the medium of English. 	C
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How to Apply

The Alpha Academies Trust requires an application form to be completed, please note CV's alone will not be accepted. Should you wish to apply, completed application forms should be sent to apply@alphaacademiestrust.co.uk quoting the job reference number detailed on the front page of this document. Your formal letter of application (supporting statement) should be no longer than 2 sides of A4 and should address:

- Why the post attracts you
- How your experiences and achievements match the job and person specification

Closing Date: Monday 17th January 2022 at 9:00am

Interviews: To be confirmed

Please note, it is the policy of The Alpha Academies Trust to contact shortlisted candidates only.

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Academy Location

Discovery Academy: Discovery Drive, Stoke-on-Trent, ST2 0GA

Excel Academy: Milton Road, Sneyd Green, Stoke-on-Trent, ST1 6LG

Eaton Park Academy: Arbourfield Drive, Bucknall, Stoke on Trent ST2 9PF.

Maple Court: Beverley Drive, Bentilee, Stoke-on-Trent, ST2 0QD

Sneyd Academy: Sneyd Street, Burslem, Stoke-on-Trent, ST6 2NS

Additional Information

Individuals undergoing Pre-Employment Screening are treated impartially and consistently irrespective of any disability they may have, or of their gender, marital status, age, ethnicity, religious affiliation or sexual orientation.

Please note it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. All employees of the Alpha Academies Trust will be required to undertake an enhanced DBS

disclosure check if successfully appointed (unless already registered with the DBS update service) and every 5 years following this.

The suitability for employment of a person with a positive DBS disclosure will vary, depending on the nature of the job and the details and circumstances of the cautions/convictions/bindovers. If a positive DBS is received then the Trust will decide whether the individual can be cleared for appointment or whether further investigations are needed.

Ofsted Reports: www.ofsted.gov.uk

Information about Stoke City council: www.stoke.gov.uk

A copy of the most recent inspection report and copies of the Safeguarding Policy can be found on the Academy website.