

# TIBSHELF

## COMMUNITY SCHOOL



# RECRUITMENT PACK

OUR GUIDE FOR  
PROSPECTIVE EMPLOYEES

"AIM HIGH"



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## Information about the school

Tibshelf Community School opened on a brand new £17m purpose built site in November 2013. We were inspected by Ofsted (September 2021) and were judged to be a 'Good' school in all categories.

We are a popular, over-subscribed, 830 strong 11-16 school serving a rural area of North East Derbyshire. We draw students from a geographically dispersed catchment area of nine villages. The official PAN is 150 students per year group but numbers are well above this in all year groups. The proportion of students from minority ethnic groups is very low and significantly below national averages. 30% of the intake are 'disadvantaged' and are supported through Pupil Premium funding; 30% of students are SEND, with 5% having an EHCP, including a number of pupils with ASD. The school's deprivation index is very close to the national average, but it is in the top third within Derbyshire LA and contains a number of wards with extremely high levels of deprivation. Prior attainment data suggests that students are close to national average.

## Student Achievement

Ofsted September 2021 said:

*"There are high expectations of every pupil at Tibshelf Community School. Teachers and leaders are ambitious of what pupils can achieve academically and how they can develop personally. Pupils have very strong relationships with staff at the school. There is a feeling of family and community which is evident and pupils say they are happy and feel safe"*

## Key Stage 4 Examination Results

	2020% *	2021% **	2022%	2023%	2024%
<b>English and Mathematics 'Standard Pass'</b>	67.8	76.7	73.8	62.4	62.2
<b>English and Mathematics 'Strong Pass'</b>	50.6	60.2	51.2	39	39.2
<b>EBacc 'Standard Pass'</b>	27.6	36.9	32.9	16.5	21.6
<b>Attainment 8</b>	49.56	52.7	49.15	44.53	43.24

\* These results were based on Centre Assessed Grades

\*\* These results were based on Teacher Assessed Grades

## Ethos

Ofsted also commented that 'the values of tolerance and respect were a core part of the school's ethos' and we seek to promote these at every opportunity. We believe that children learn best when they are happy, secure and well-motivated. Student safety and well-being is central to all that we do. We offer all our students a wide range of opportunities both within and outside the taught curriculum and we are fully committed to doing this within a framework of support and inclusion. Students feel safe and secure and enjoy their education as evidenced through their high levels of attendance and participation. Our aim is to build on this and create a genuinely dynamic and innovative learning community based on high expectations and aspirations.

## Governing Principle

"Working together to make our school even better"

## Mission

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

## We Aim High Through Our Unrelenting Focus On

1. The Learner is at the heart of everything we do
2. Learning is exciting, engaging and inspirational
3. Working together as a professional community to ensure best outcomes for all

## Looking Ahead

I am highly ambitious for the school and its community. I sincerely believe that we can make our school even better. We are absolutely committed to attracting the very best staff to Tibshelf and fully supporting their ongoing professional development, with improving the quality of teaching and learning, our core purpose.

If you are excited at the prospect of playing a key role in this, we look forward to hearing from you.



**Lucie Wainwright**  
Headteacher

## Our School Improvement Plan

### Alta Pete: Aim for the Highest

#### Governing Principle:

"Working Together To Make Our School Even Better"

#### Mission:

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21<sup>st</sup> century.

#### We aim high through our unrelenting focus on:

##### The Learner is at the heart of everything we do

We aim high through our 'I can' culture building a climate of resilience to create independent 21<sup>st</sup> century learners  
We aim high by having excellent practices for facilitating mental health and well-being  
We aim high through developing an innovative KS3 curriculum that stretches, challenges and prepares independent learners for the increased demands of KS4  
We aim high through developing a relevant KS4 curriculum that is accessible for all and develops independent learners as lifelong learners  
We aim high to ensure that all learners achieve their potential and that all gaps are closed  
We aim high through having the highest expectations of ourselves, each other, our school and the community

##### Learning is exciting, engaging and inspirational

- 2.1 We aim high through creating exciting, engaging and inclusive learning spaces
- 2.2 We aim high through challenge in our teaching to enable learners to be aspirational and make significant progress
- 2.3 We aim high through every lesson being challenging, exciting and engaging for all students
- 2.4 We aim high through ensuring that all our parents know what learning looks like at Tibshelf
- 2.5 We aim high through excellent professional development to ensure that all staff are experts in subject knowledge
- 2.6 We aim high by collaboratively working to deliver learning that enables students to be independent, reflective and resilient

##### Working together as a professional community to ensure best outcomes for all

We aim high by being cutting edge with new initiatives and legislation  
We aim high through professionalism at all levels with a 'no excuses' culture  
We aim high through using expert staff to develop others and actively promote an 'open door' culture  
We aim high through collaborative working to highlight potential CPD  
We aim high by ensuring that we have 'excellent' strategic and operational resourcing by having all staff (including Governors) in the right jobs with the right skills and specialist knowledge supported by outstanding CPD  
We aim high through a rigorous Performance Management system linked to accountability and school improvement  
We aim high by developing consistently excellent leadership at all levels across the school  
We aim high through high quality of services and products  
We aim high through safe and secure working environments  
We aim high through recognising the health and wellbeing of our staff to enable effectiveness, high levels of productivity and innovation

## Staff Health and Wellbeing

We recognise the importance of ensuring that all staff at Tibshelf Community School enjoy a healthy work-life balance in order to ensure they can not only provide the best teaching and learning outcomes to our students, but that the school can promote a culture of progress and wellbeing at all levels.

We work hard offering a variety of initiatives, services and events to provide a well-rounded sense of wellbeing. A happy working life and career at Tibshelf Community School is supported by some of our key wellbeing initiatives including:

- Whole Staff Induction programme
- 1-1 personalised performance management/appraisal system
- Mentors for ECTs
- Exemplary CPD programme
- Leadership Development Opportunities
- Celebration Events
- Sports & social events
- Dedicated department bases for teaching faculties
- On-site parking
- Laptops with secure home-school access for all teaching staff
- Extended access to school during our wider opening hours
- Access to the canteen and dining facilities

In addition to the above, all staff members have access to complimentary medical and wellbeing support services available 24 hours a day / 7 days a week including (but not exhaustive):

- Nurse support service
- Emotional support and counselling
- Workplace assessments
- Occupational health referrals for access to Physiotherapy and workplace adjustments

## The Application Process

<b>Closing date:</b>	Sunday 1 <sup>st</sup> December 2024
<b>Proposed interview:</b>	Week commencing 2 <sup>nd</sup> December 2024
<b>Start Date:</b>	As soon as possible

You can apply via Derbyshire County Council's website or send your completed application form to [recruitment@tibshelf.derbyshire.sch.uk](mailto:recruitment@tibshelf.derbyshire.sch.uk). If you would prefer a paper copy of the form, please contact reception.

If you are short-listed, you will be emailed with the arrangements for the interview.

Unfortunately, if you have not been contacted prior to the interview day, your application has not been successful on this occasion.

*Tibshelf Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff and volunteers are required to undertake a criminal record check via the DBS before they can be appointed.*

**Unfortunately, due to Safer Recruitment regulations, we are not able to accept a CV.**

## Job Profile

<b>Job Title:</b>	Teaching and Learning Assistant	<b>Ref:</b>
<b>Section:</b>	Teaching Assistant	
<b>Job Family:</b>	Support for Teaching and Learning	<b>Job Grade: 7</b>

### Purpose of this role:

To enable pupils to access learning activities and structured programmes overcoming barriers to learning.

To support one named individual pupil with specific support needs.

### Key relationships:

Line managed by a Team Leader; you will be formally accountable to the SENDCo.

To provide specialised teaching support to employees, pupils, parents, governors and other stakeholders as and when required.

### Key result areas include:

To work flexibly within a specialised function within the school using own judgement and interpretation to make decisions.

It is essential for the post holder to demonstrate an ability and commitment to undertake a comprehensive range of specialised duties within the general level of responsibility of the post and to respond positively to alternative and improved methods of working.

To participate in staff induction.

To support the Team Leader by providing robust specialist information to support the student.

To deliver support for teaching and learning within the school to drive improvement.

Have the ability to build relationships and influence and negotiate with stakeholders based on specialised knowledge. Specifically with students with challenging behaviour and complex needs and their families.

To work occasionally with limited supervision.

To develop, create and maintain documents and record systems in accordance with legislative and school requirements.

To provide information and guidance as required to all stakeholders by a variety of methods.

To contribute to the development of the School Improvement Plan.

To maintain electronic and manual filing systems, document management and record keeping and undertake associated tasks including data entry within specialised functions within the school.

To be proactive in the communication process to ensure smooth running of the school, ensuring confidentiality at all times.

To provide an efficient, friendly, proficient and professional service at all times offering an extensive specialised service to the required standards offering sensitivity and confidentiality.

To reschedule planned activities to ensure that priorities are met.



To work under the guidance and overall supervision of teaching staff and/or the relevant Team Leader.

To allocate and monitor work of other members of staff.

To deliver programmes and monitor the pupil's response to the learning activities.

Modify and/or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.

To have the ability to plan and develop differentiated learning activities and have awareness of child development and learning.

To have the ability to accurately record and report on the development, progress and attainment of pupils.

To support and provide care and welfare for pupils who may have severe learning disabilities, SEN, complex difficulties, medical needs, behavioural and/or emotional difficulties or social development needs to enable them to participate in learning activities and implement structured learning programmes to enable them to develop relationships with others and to participate in learning activities.

Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the post.

### **General Responsibilities:**

Job holders at this level carry out a range of tasks using knowledge of processes and procedures, with awareness of other activities as they relate to the job.

They manage their own work and that of others. They are responsible for specialised areas of work and manage these from start to finish. Communication and interaction is efficient and effective and ensures that objectives are met.

### **Confidentiality and Disrepute**

You are required to maintain an appropriate standard of confidentiality at all times regarding any information you come into contact with pertaining to students, staff, volunteers or governors.

You are required to not partake in any action which the Schools deems to bring the school or any of its stakeholders into disrepute.

### **Equality and Diversity**

Act in accordance with the School's and Local Authority's Equality and Human Rights Policy.

### **Health and Safety**

Ensure own compliance with School's Health and Safety Policy/Procedures and that of any resources you have responsibility for.

### **Risk Management**

Contribute to risk awareness through carrying out of duties and raise issues where appropriate.

### **Safeguarding**

Adhere to the school's safeguarding policy.

## Person Profile

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working independently</li> <li>• Delivering outcomes</li> <li>• Driving improvement</li> <li>• Dealing with a range of stakeholders</li> <li>• Supervision of others</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a school environment</li> <li>• Minimum of two years' experience of working with children in an educational setting</li> <li>• Minimum of one years' experience of working with children</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Certificates of achievement</li> <li>• Probing at interview</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Organisation skills including prioritisation and planning own and others</li> <li>• Communication skills both written and oral</li> <li>• Listening skills</li> <li>• Accuracy and attention to detail</li> <li>• Ability to build relationships and influence</li> <li>• Proven track record of contributing to improvement</li> <li>• Ability to contribute to and undertake specialised practices</li> <li>• Ability to comply and work with school procedures and policies</li> <li>• Awareness and understanding of statutory policies and procedures affecting schools</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Curriculum including the literacy and numeracy strategies.</li> <li>• First aid procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Probing at interview</li> <li>• Testing at interview</li> </ul>
<b>Personal Effectiveness</b>	<ul style="list-style-type: none"> <li>• To work effectively with all stakeholders</li> <li>• Initiative and judgement to resolve problems independently relating to their work and the work of others.</li> <li>• Supervise pupils effectively both in and out of school in line with the school's behaviour policy.</li> <li>• To complete work and plan work independently for their work, including classroom activities</li> <li>• Ability to help pupils transfer their learning to other parts of their lives.</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Probing at interview</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Numeracy and literacy to GCSE level (minimum C grade)</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ Level 3 in specialised area or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates of achievement</li> <li>• Testing at interview</li> </ul>

## Workplan

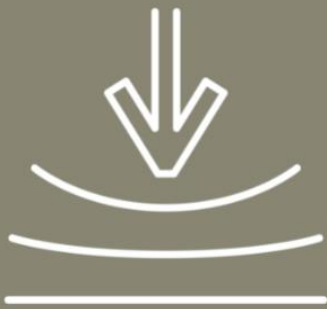
### For an individual pupil with specific support needs:

- Oversee and coordinate medical and educational support
- Organise and support transition visits/arrangements
- Oversee the completion of IEP/mentoring writing/recording and sharing of information.
- Complete exam access arrangement logs with the assessor and ensure logs are completed.
- Supporting the EHCP meeting process.
- Ensuring EHCP targets are supported to be met.
- Ensure appropriate feedback to key staff is communicated in a timely and relevant manner.
- Track and review progress data and communicate with teachers to target underachievement.
- Support social skills and timings
- Support and liaise with a range of external professionals; sharing information with staff
- Support accurate records of positive, negative and other noteworthy behaviours
- Oversee communications with parents
- Monitor and support inclusion of all aspects of school life
- Contribute to advice to teaching staff on inclusive practices
- Writing case studies where applicable
- Communicate regularly with the SENDCo and Deputy SENDCo to plan appropriate interventions to ensure continual progress
- Contribute to CPD and performance management where applicable



TIBSHELF COMMUNITY SCHOOL

# CHARACTER VALUES



Resilience



Respect



Positivity



Integrity



Community Spirit



Curiosity

