

TIBSHELF COMMUNITY SCHOOL



RECRUITMENT PACK

OUR GUIDE FOR
PROSPECTIVE EMPLOYEES

"AIM HIGH"



www.tibshelf.derbyshire.sch.uk - 01773 872391

Contents

Information about the school

School Improvement Plan

Staff Wellbeing

The Application Process

Job Profile

Person Profile

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%
English and Mathematics 'Standard Pass'	67.8	76.7	73.8	62.4	62.2
English and Mathematics 'Strong Pass'	50.6	60.2	51.2	39	39.2
EBacc 'Standard Pass'	27.6	36.9	32.9	16.5	21.6
Attainment 8	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.

Visits to the school prior to application are both welcomed and encouraged. Please contact Mrs Johnston-Shaw to arrange an appointment.

recruitment@tibshelf.derbyshire.sch.uk



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 21st 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 21st 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

Closing date:	Sunday 17 th November 2024
Proposed interview:	Thursday 21st November 2024
Start Date:	As soon as possible

You can apply via TES or Derbyshire County Council's website alternatively send your completed application form to 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.
Please note if you are shortlisted for interview, there may be online checks.**

Job Profile

Post:	Team Leader (SEND)
Pay Range:	Grade 9
Base:	Tibshelf Community School
Responsible to:	Assistant Headteacher (SENDCo)

Specific Responsibilities:

Personnel Specification:	The postholder will be expected to have the necessary experience, knowledge, and skills to undertake the duties linked to this post.
Job Summary:	To provide specialised teaching support to employees, pupils, parents, governors and other stakeholders as and when required.
General Duties:	<ul style="list-style-type: none">• To work across the curriculum, acting as specialist assistant for specific subjects or departments.• Helping to plan lessons and develop support materials.• Work closely with teachers, complementing their role and allowing them more time to develop each pupil to their full potential.

As a Team Leader (SEND), you will be responsible and accountable to the Assistant Headteacher (SENDCo)

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 contribute to the development of the School Improvement Plan.
- To maintain electronic 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.
- To allocate and monitor work of other members of staff.
- To participate in staff induction.
- To support the Senior Leadership Team by providing robust specialist information in the given area in order to enable strategic improvement planning.

- To be proactive and take responsibility for developing specialised functions within the school to drive improvement.
- Have the ability to build relationships and influence and negotiate with stakeholders based on specialised knowledge.
- To have specific authoritative knowledge in a specialist area.
- To work for the majority of the time in an unsupervised environment.
- 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.
- Working under agreed system of supervision of a teacher who need not be present.
- Complement the professional work of teachers by taking responsibility for agreed learning activities.
- Work independently as a mentor, devising and delivering individual support programmes to improve and develop learning skills.
- Support pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present.
- Contribute to the maintenance and analysis of records of pupil's progress.
- Management of specific specialism

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.

People Management

The co-ordination and supervision of personnel involved in specialised support for teaching and learning activities.

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.

NOTES:

- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.
- To take responsibility for the implementation of and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Leadership Team as required. Trade Union representation will be welcomed in any such discussions.

Person Profile

Job Title:	Team Leader - SEND	Ref: TA4M
Section:	Teaching Assistant	
Job Family:	Support for Teaching and Learning	Job Grade: 9

	Essential	Desirable	Evidence
Experience	<ul style="list-style-type: none"> • Working independently • Delivering outcomes • Driving improvement • Dealing with a range of stakeholders • Supervision of others • Co-ordination of people with different skills • Minimum of two years' experience of working with children • Specialism in specific area 	<ul style="list-style-type: none"> • Working in a school environment • Minimum of two years' experience of working with children in an educational setting 	<ul style="list-style-type: none"> • Application form • Certificates of achievement • Probing at interview
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of the National Curriculum including the literacy and numeracy strategies. • Behaviour management strategies. • First aid procedures. • Organisation skills including prioritisation and planning own and others • Communication skills both written and oral • Listening skills • Accuracy and attention to detail • Ability to build relationships and influence • Proven track record of contributing to improvement • Ability to contribute to and undertake specialised practices • Ability to contribute to, comply and work with school procedures and policies • In depth understanding of statutory policies and procedures affecting schools 	<ul style="list-style-type: none"> • Proven track record of contributing to school improvement 	<ul style="list-style-type: none"> • Application form • Probing at interview • Testing at interview

Personal Effectiveness	<ul style="list-style-type: none"> • To work effectively with all stakeholders • Initiative and judgement to resolve problems independently relating to their work and the work of others. • Ability to lead and motivate a team. • Supervise pupils effectively both in and out of school in line with the school's behaviour policy. • To complete work and plan work independently for their work and the work of others, including classroom activities, eg, preparing and setting out resources and implementing strategies for teaching and learning • Ability to help pupils transfer their learning to other parts of their lives. • To exercise and promote value added • To be an aspirational character 		<ul style="list-style-type: none"> • Application form • Probing at interview
Qualifications	<ul style="list-style-type: none"> • Meet HLTA standards or equivalent qualification or experience • NVQ Level 3 in specialised area or equivalent • Numeracy and literacy to GCSE level (minimum C grade) • Professional development 	<ul style="list-style-type: none"> • NVQ Level 4 in specialised area or equivalent. • Degree/professional qualification in specialised area 	<ul style="list-style-type: none"> • Certificates of achievement • Testing at interview

Workplan

Job Title:	Team Leader - SEND	Ref:
Section:	Teaching Assistant	
Job Family:	Support for Teaching and Learning	Job Grade: 9

To strategically and operationally ensure that:

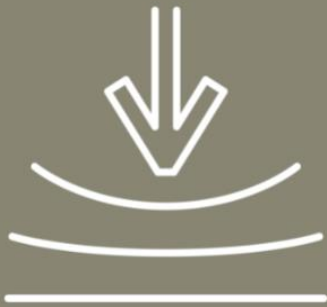
In addition to tasks of Teaching & Learning Assistants and Specialist Teaching & Learning Assistants:

- Oversee the SEN department in the absence of the SENDCo
- Oversee SEN department team meeting in absence of SENDCo
- Leading the annual review process for students with EHCPs (not in the ERC) and meeting statutory deadlines for documentation with the Derbyshire EHC Hub.
- Make decisions on discipline and the handling of complex behavioural situations.
- Support transition arrangements with the relevant Specialised Teaching & Learning Assistant, Head of Year, Intervention Manager and SENDCo
- Supporting the SENDCo and Specialist Teaching and Learning Assistant for Year 9 with assessing and administering student access arrangements for exams.
- Timetable TAs for exam access arrangements during exam periods in conjunction with the SENDCo/Deputy Headteacher.
- Support SENDCo with data analysis at key data entry points and monitor progress and attainment for individual students.
- Responsible for quality assurance monitoring and complete learning walks and faculty reviews with SENDCo.
- Coordinate and support Specialised Teaching & Learning Assistants writing case studies of SEND students with SENDCo and relevant staff.
- Oversee the completion of IEP/mentoring writing/recording on Arbor.
- Oversee the TA timetable for support SEN students in conjunction with Year Group Specialist Teaching and Learning Assistants.
- Support the performance management and CPD of Teaching & Learning Assistants and Specialised Teaching & Learning Assistants.
- Work in conjunction with the SENDCo and Team Leader ERC to develop and deliver CPD to teaching staff throughout the academic year.
- Direct the time of Teaching & Learning Assistants and Specialised Teaching & Learning Assistants including absence cover.
- Attend meetings on behalf of the SENDCo or in their absence.
- Line Management and supervision of Grade 8 Specialist Teaching and Learning Assistants for Year Groups 7, 8 and 9 and Grade 7 classroom-based Teaching Assistants/Apprentices.
- Support and advise Teaching & Learning Assistants and Specialised Teaching & Learning Assistant in managing the students they support.
- Work in conjunction with the SENDCo to establish effective working links with faculty leaders and Specialist Teaching and Learning Assistants within Faculties.
- Responsible for the completion of risk assessments for trips and visits and generic ones for key students
- Co-ordination of testing/interventions including Dyslexia Screening.
- Work in conjunction with SENDCo/Intervention Manager to prepare case studies on individual students.
- Responsible for coordinating/mentoring apprenticeship roles within the department.



TIBSHELF COMMUNITY SCHOOL

CHARACTER VALUES



Resilience



Respect



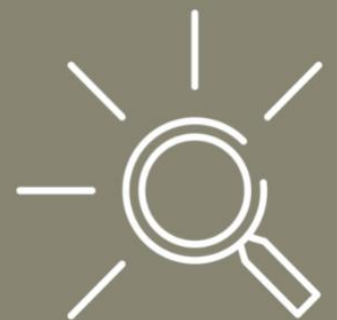
Positivity



Integrity



Community Spirit



Curiosity

