



Hungerhill School Job Pack Inclusion, Engagement and Welfare Lead



Respect | Resilience | Excellence | Care | Honesty



A MESSAGE FROM OUR CEO



**MRS H REDFORD-
HERNANDEZ**

CEO OF BRIGHTER FUTURES LEARNING
PARTNERSHIP TRUST

Thank you for considering joining our trust. I am very proud to be the CEO of the Brighter Futures Learning Partnership Trust; it is a privilege to work with passionate, like-minded colleagues who are all focussed on delivering the best educational provision for the children and young people of Doncaster. We are a multi-academy trust serving the local needs of our community with great passion; we have a team of highly committed staff, governors, local businesses, and trustees who are committed to creating and delivering a world-class trust vision.

Mrs Helen Redford-Hernandez

CEO of Brighter Futures Learning Partnership Trust



A MESSAGE FROM OUR HEADTEACHER



2.

Thank you very much for responding to the advertisement for the position of Teacher of Physical Education based at Hungerhill School. I hope the details enclosed provide you with sufficient information to determine whether or not Hungerhill is the place you would like to start or continue your career. I was appointed Headteacher in September 2021. Having taught at Hungerhill for many years I am immensely proud to be at the forefront of the everyday running of this ambitious school.

MRS L POND

HEADTEACHER

Hungerhill is a mixed 11-16 comprehensive school with approximately 1,200 students on role. We are fully inclusive, catering for the needs of all students regardless of academic ability or prior attainment. The successful candidate will join a highly successful and well-respected school with strong parental support. The staff here are positive and forward thinking - they have grasped the opportunity for development enthusiastically and see change as an essential feature of the school. There is no hint of complacency, and we all recognise that continued success depends on a willingness to work hard and embrace new ideas.

Our students are at the heart of everything we do to ensure they have the support and guidance they need to reach their full academic and personal potential. We have high expectations and strive for our students to be successful learners and gain the knowledge, skills and attributes to flourish in the world of work.

Our core values of respect, honesty, resilience, excellence and care are embedded at every level throughout the school. Students are encouraged to believe in themselves and know that hard work and resilience can help them achieve their dreams.

In recent years, the curriculum at Hungerhill has been completely overhauled and the way it is delivered reformed and refined, so that it matches the ambition we hold for every student. Recruiting staff with the potential to make a significant contribution to this is crucial. You will play an important role in developing and delivering excellent standards of teaching and learning across our school.

The school was recently awarded the World Class Schools Quality Mark in 2018 and reaccredited in 2022. This award enables the school to access a peer group of elite schools nationally.

We offer an extensive range of enrichment experiences to students in order to develop self-esteem, confidence, self-expression, creativity and teamwork skills. We believe that student leadership is important in unlocking students' potential. Leadership is central to everything we do at Hungerhill and our substantial leadership opportunities are a key driver in enabling students to develop important life and employability skills- we are developing tomorrow's leaders today.

Lucie Pond
Headteacher



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ABOUT THE BRIGHTER FUTURES LEARNING PARTNERSHIP TRUST

3.



A big vision lies at the heart of the Brighter Futures Learning Partnership Trust; excellence is at the heart of all that we do and with this in mind, we aim to be one of the highest performing and unique trusts in the country, acknowledging that every child is different. As such, our curriculum offer will be shaped to reflect the diversity of our learners and their needs if they are to excel and develop into the next generation of highly skilled learners and innovators.

Our vision is to create teaching and learning which is inspirational, challenging, and relevant to the 21st century where every child and young person can fulfil their potential. We are also committed to developing outstanding pastoral care which we know is an essential ingredient in ensuring that every child can flourish to develop the knowledge, skills and attributes which will enable them to have the widest possible choice of career pathways.

We are unique in that our family of schools includes four primary schools, an infant school, an 11-16 secondary school and Doncaster UTC, which offers an unrivalled breadth of provision and learning experiences. One of these schools is also designated as a Teaching School and has a strong history of school-to-school support.

We have a genuine commitment to collaborative working and sharing of the best practice whilst understanding the need to retain our schools' individual ethos and strong sense of identity. We are totally committed to providing the best learning opportunities to promote the achievements of all children, young people and staff as we believe this enables them to grow as individuals and be the best they can be.

H. Redford-Hernandez

Mrs Helen Redford-Hernandez
CEO of Brighter Futures Learning Partnership Trust



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WHY HUNGERHILL SCHOOL?



Some of the many reasons parents and students choose Hungerhill School are:

- GCSE performance - historically sustained aspirational and ambitious curriculum
- The quality of teaching and learning safe and friendly learning environment
- Pastoral care and inclusivity are at the heart of the school
- The embedding of our core values of respect, honesty, resilience, excellence and care are a key theme throughout the school
- Extensive enrichment, extracurricular opportunities and student leadership
- Nominated for Pearson's Lockdown Hero
- Award for Outstanding Learner and Community Support
- Awarded the World Class Schools Quality Mark
- Awarded the Anti-Bullying Charter Mark: Silver

What our students say



"My first year at Hungerhill was great. At first it was tough, adapting to the recent changes. I like how we learn different and interesting things in each lesson and use my learning for different subjects. My favourite lessons are PE and English."

Felicity Ali



"When I started at Hungerhill I was scared to come and fail in my lessons, then I found that the teachers are brilliant and really nice so I felt much more comfortable and 100% better. I settled in more every day."

Aziza Mamdouh

"The first time I came into Hungerhill it was scary but I got through it. We spent some of the year on online lessons but I still made lots of friends and especially enjoyed my science lessons."

Reuben Hubalau



"At Hungerhill there are far more subjects than at Primary School. We do new subjects like music, ICT and Food. We have regular awards and I won the Head of Year award in Year 7. There are more students than at primary school but you soon get used to it."

Tony Huang



"I have really enjoyed my past year at Hungerhill. I was able to apply all of the core values in my lessons. It may become challenging at certain times but always try your best since that is all you can do and all the teachers ask!"

Joshua Hinds



WORKING AT HUNGERHILL SCHOOL

5.



Hungerhill is a well-established, very popular and heavily over-subscribed co-educational 11-16 comprehensive school with extensive facilities. There are approximately 1,200 students on roll and the school serves a geographically defined catchment area, receiving students from five feeder schools. The school is full and has been over-subscribed for a number of years. There are 80 teaching staff and 88 non-teaching staff, providing excellent administrative, pastoral, technical and caretaking support.

The school emphasises the equal worth and dignity of all students. It stresses the importance of individual responsibility and respect. It encourages self-discipline, wide interests and service to the community. It values sharing, honesty and fairness. From this premise the school sets out to develop independent, caring, enquiring, morally responsible, adaptable and well-qualified young people prepared for life and work beyond school.

Hungerhill is a school with high standards of attendance, punctuality and school dress; with a strong emphasis on the quality of the learning environment; with a rich programme of extra-curricular activities open to all students; with high expectations in terms of the quality of relationships; with a clear focus on teaching and learning and everyone doing their best; and with a behaviour policy based on clear sanctions, fairly and consistently applied and a reward system designed to recognise many forms of success. As a team, we never compromise on the standards and expectations we have for all our students. Through hard work, determination and resilience, our students experience success in many forms whether that be in academic, sporting or creative fields.

Hungerhill prides itself on being an inclusive school, where we strive to inspire confident learners who will thrive and grow into the very best version of themselves. Visitors are always impressed by our family atmosphere, the warmth of relationships between staff and students and value for the individual.

As a former Teaching School, Hungerhill has been at the forefront of making evidence-informed practice the norm within classrooms. As a Teaching School, we led on a number of important teaching and learning initiatives which are founded on well-researched evidence-based practice.

We have strong links with a number of local universities which supported us with various projects. We ceased to hold the Teaching School designation in August 2021, when Teaching Schools were replaced with Teaching School Hubs. Our staff continue to work across the Trust as System Leaders as well as with other high performing national and local Trusts.

We have a strong partnership with Notre Dame School in Sheffield and Ambition Institute supporting the delivery of the Early Careers Framework and the NPQs. As a school we firmly believe in the importance of CPD for both teaching and associate staff, as a vehicle to increase motivation, competence and confidence and ensure career growth.



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JOB ROLE



Job Title: Inclusion, Engagement and Welfare Lead

Contract Length: Permanent

Contract Type: Full time

Salary: Level 8

School : Hungerhill School

Location: Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY

Accountable to: Deputy Headteacher: Behaviour, Attendance, Safeguarding and SEND

ABOUT THE ROLE

The Pastoral team is a key department within the school. We are very proud of our pastoral care system. At Hungerhill School we aim to nurture the whole child and ensure that students develop positive moral values which enable them to make valuable contributions to both the school and the wider society.

We ensure that all students have a member of staff to whom they can talk. Many students are supported through regular mentoring and one-to-one support sessions, through a robust pastoral support programme.

We teach students a wide range of skills through Social, Emotional Aspects of Learning and Personal Social Health Citizenship Education (PSHCE). Our enrichment programme encourages students to extend their knowledge outside of the classroom and develop the skills required for the world beyond their secondary education. All of these parts of the curriculum ensure that our students are inspired to learn and support the wider aspects of learning. This allows our students to flourish and grow as young people in the hope that they will become positive role models in the future.

KEY RESPONSIBILITIES OF THE ROLE

- Behaviour for Learning
- Behaviour Supervision
- Inclusion Provision, including teaching core lessons
- Alternative Provision
- Engagement and Welfare
- Safeguarding Inclusion Provision
- Line Management responsibilities - Head of Year and Associate roles that undertake student support.

JOB ROLE

GENERAL RESPONSIBILITIES

Behaviour for Learning

- Be a central part of the Pastoral Team and implement the school's behaviour management vision. Encouraging high levels of expectations and challenging students who fail to meet the schools' standards, taking appropriate action as necessary
- Oversee and conduct investigations, as requested, into breaches of the Behaviour Policy by students, including collating statements
- Maintain thorough and accurate records of interventions with students on the school systems
- Lead on daily meetings with the Pastoral Team and Form Tutors to exchange information about students
- Support Heads of Year and teaching staff to meet with parents to reintegrate, or feedback on behaviour of students
- Have a high presence on duty before and after school, during social times, lesson changeovers and around the site during lessons
- Monitor and track the implementation and impact of Student Support Plans
- Attendance at Parents' Evenings, annual reviews and other professional meetings as required
- Lead on the development of a Restorative Practice Programme
- Lead on the organisation and documentation for Headteachers and Governor Panel

Behaviour Supervision

- Assist with the day to day running of the school's on-call system and intervention room
- Lead on the implementation of a Restorative Practice Programme to be accessed by students who have been removed from lessons or been placed in the intervention room
- Maintain a high profile around the school to ensure that appropriate student behaviour is maintained
- Lead on the development of a Mentoring Programme across the school, utilising both internal and external expertise
- Collaborate with external agencies to enhance the school's provision
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Student Welfare and Engagement

- Support in the monitoring of attendance, including the implementation of Attendance Support Plans
- Support teaching and support staff who are delivering lessons or activities to the students, in identifying and addressing emotional barriers to learning

JOB ROLE

GENERAL RESPONSIBILITIES CONTINUED

Student Welfare and Engagement Cont.....

- Motivate and reward students and recognise and celebrate success
- Support in the delivery of the Student Wellbeing Charter
- Plan and deliver assemblies which promote the school's core values

Safeguarding

- Support the Deputy Headteacher with monitoring and acting on safeguarding concerns and risks as identified on CPOMs. To ensure information is shared with multi-agencies and or a referral is made to social services for a child in need of protection
- Support in the quality assurance of CPOMs as a safeguarding reporting system
- Support in the graduated response of support in school for students on a child protection plan, children in need, vulnerable students and children at risk of harm/in need of child protection
- Maintain a clearly indexed and secure e-filing system of records of concerns on CPOMS, so that patterns can be recognised and referrals made when appropriate
- Assist in the formulation and monitoring of systems and procedures relating to vulnerable students and children at risk or on a child protection plan, so as to ensure consistency of practice and school provision

Alternative Provision

- Lead on the implementation of a robust Alternative Provision Programme, utilising both internal and external expertise
- Collaborate with external agencies to enhance the school's Alternative Provision
- Monitor and track the implementation and impact of the Alternative Provision Programme, ensuring it is having maximum impact on student outcomes, the development of students' character and employability skills.
- Lead on the quality assurance of Alternative Provision placements, producing summary reports for the Leadership Team and Local Governing Board

JOB ROLE

GENERAL RESPONSIBILITIES CONTINUED

Inclusion Provision

- Be responsible for the planning and delivering of core lessons, of either English or maths, as part of the schools Inclusion Provision (maximum of 10 students at any given time). Feedback from regular low, medium and high stakes assessment should inform lesson content, to enable students to sit formal qualifications.
- Design and deliver a relevant, evidence-based Inclusion Provision which has clear and measurable impact. This should complement the professional work of teachers and the delivery of the national curriculum/Level 2 qualifications
- Undertake assessments and feedback as required
- Work collaboratively with The Hub and external Alternative Provisions providers to ensure all needs are met
- Ensure that all relevant information in regard to meeting students' needs is kept up to date, disseminated, acted upon and regularly reviewed in conjunction with students, parents and professionals
- Alongside the Senior Leader responsible for Student Support, to support the dissemination of latest resources and strategies for supporting students who are disengaged and lack aspirations, ensuring all stakeholders are adequately informed and equipped to embed best practice. This may include delivering CPD and coaching sessions to a range of staff and parents.
- Support with the development of careers within the Inclusion Provision, to enhance aspirations and employability skills

Other

- To actively promote and contribute to the strategic priorities including completion of strategic projects within the student support area



PROFESSIONAL STANDARDS AND DEVELOPMENT

- Be a role model to students through personal presentation, dress and professional conduct.
- Cover for absent colleagues as required and to assist with examination invigilation as requested.
- Co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- Be familiar with the School handbook and support all the School's policies.
- Establish effective working relationships with professional colleagues and associate staff.
- Strive for personal and professional development through active involvement in the school's appraisal system and performance management procedures.
- Liaise effectively with parents and with other agencies with responsibility for students' education and welfare.
- Undertake any reasonable task as directed by the Head or Senior Leader.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- Be familiar with Education Health Care Plans.
- Consider the needs of all students (and to implement specialist advice) especially those who: have SEN; are gifted and talented; are not yet fluent in English.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Any other duties as reasonable required by your Curriculum Leader or member of the Senior Leadership Team

KNOWLEDGE, SKILLS AND EXPERIENCE



EDUCATION AND TRAINING

- Grade C or above at GCSE in English and Maths

EXPERIENCE

- Minimum of 4 years' experience working in a school setting.
- Teaching English or maths as an unqualified teacher
- Knowledge of various types of data to support student progress
- Mentoring experience
- Experience of supporting with behaviour management
- Experience of following Safeguarding procedures
- Tracking and monitoring Safeguarding concerns.

KNOWLEDGE AND SKILLS

- A skilled practitioner in inclusion strategies
- A knowledge and understanding of teaching and learning pedagogy
- The components of high-quality learning support and how to achieve this throughout a year group.
- Experience of monitoring and tracking attendance with impact.
- Personable & approachable.
- The ability to motivate others.
- Outstanding communication skills.
- Outstanding interpersonal skills.
- The ability to work as part of a team.
- Mentoring skills.
- ICT skills.
- A well-informed vision of the development of learning support.
- Evidence of investing in own professional development
- An educational philosophy which emphasises equal opportunities and the importance of the individual.
- The ability to see beyond present circumstances and remain focused on longer-term possibilities.

RECRUITMENT PROCESS AND ADDITIONAL INFORMATION

11.



Closing date: 24 August 2022, 9:00

Interview date: 29 August 2022

Start date: ASAP

Applications for this role are available via our website.

Brighter Futures (brighterfutureslpt.com)

Recruitment Process: Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend an interview. Details will be made available when selected, but the interview is likely to include:

- Panel interview
- In-tray task or activity
- Classroom visits
- Classroom observation
- Student panel
- Leaderless discussion
- Lesson delivery

Special Requirements: If you require reasonable adjustments prior to your interview, these can be arranged by emailing admin@hungerhillsschool.com

For an informal discussion about this post, more information or to arrange a visit, please contact: admin@hungerhillsschool.com

If you have not heard from us in 2 weeks of the closing date, please assume that on this occasion, your application has been unsuccessful.

Equality and Diversity: We recognise the benefits of a diverse workforce. We are committed to eradicating discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference.

References: Before you are invited to interview, we will obtain references from your referees. In order to prevent any delays, please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK: Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

Data Protection: Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Criminal Convictions and Safeguarding: The successful candidate will be required to complete a DBS check in line with the Rehabilitation of Offenders Act 1974. All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the School before employment can commence

Thank you for your interest in Hungerhill School. We look forward to receiving your application.

