



George Stephenson
High School

Our Ref: IDW/SFI
Date: April 2019

Dear Applicant

POST 16 Achievement Support Coordinator

Thank you for taking an interest in the above post at our school. The information provided is intended to help you decide if we are a school you would like to join. I would also encourage you to look at our website (www.gshs.org.uk) which contains information that will give you a flavour of our achievements and ethos.

George Stephenson High School is an 11-18 Trust School of 1203 students, 128 of whom are in the Sixth Form. We also have 46 guest pupils in the Sixth Form from our neighboring collaboration schools. We have 131 staff, 78 of whom are teachers, 53 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

At George Stephenson High School, we believe we offer the best education possible for all of our young people, as well as a warm and friendly atmosphere. We value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people. We strive to achieve this through providing excellent teaching, fostering the very best relationships, having a personalized and enriched curriculum, having the highest aspirations for all of our students and developing strong partnerships. We also want the school to be at the very heart of the local community and to be the school of choice of all who live here. We are a popular, inclusive and oversubscribed school that is central to our community. The roll has grown from 850 in 2010 to over 1200 today. We were delighted that we were oversubscribed again this year (for the third consecutive year) and we welcomed 228 new students into Year 7 in September.

As you may be aware, our school was inspected by Ofsted in November 2017. Although we were disappointed with the overall judgement that said that our school 'requires improvement', there were many good and better aspects contained within the report and we are pleased that the inspectors found so many positives. They said lots of positive things about the relationships in our school, saying that good relationships and mutual respect exist between students and staff and that our young people are keen to learn and behave well. They also said that the behaviour of students is good, that they manage their conduct well, both inside and outside of the classroom and that they know what is expected of them. As we have always said, our students are a credit to us all and we continue to be immensely proud of them. Inspectors also stated that the care and guidance we offer our students is strong and that we prepare students well for life after school. As a result, the percentage of students going onto successful careers or further education is well above the national average. Personal development, behaviour and welfare were all identified as real strengths of the school.

Indeed, Care, Guidance and Support at George Stephenson High School have been graded as good or outstanding in our last three Ofsted inspections (2008, 2012 and 2017). This is a result of our pastoral guidance systems in school, the aim of which is to support the learning and development of each individual student through the encouragement of regular attendance, punctuality, good study habits, good behaviour and a positive attitude, and by the monitoring of progress, regular target setting and celebration of achievement.

The latest report also says that school leaders accurately assess the strengths and weaknesses in the school, and are already taking action to further improve outcomes. It also recognises that leaders have the support of staff and morale is high. We are therefore confident that we know what we need to do next and we are determined to ensure the school goes from strength to strength. The students are very supportive of our school, the morale of staff remains high and we do not believe that this grading will last. We are already doing the things that are necessary to ensure that we eliminate any inconsistency or variation in the quality of the education we provide, and fully recognise that there is no room for any complacency. Many of the issues that were identified are those which we had already identified ourselves as our key priorities in our current improvement plans and we do not dispute the need to improve consistency in the areas that are identified.

We are completely focused on meeting the higher expectations of the new Ofsted framework, but, more importantly, on ensuring that all of our students achieve the very best possible results in all their subjects. When you read the report, please can I encourage you to read the full text to see beyond the headline judgement. There are aspects of the inspection process that we could complain about and we could disagree with the outcome, but that would potentially waste time, energy and resources that we would rather use to ensure that all of our young people receive the quality education they deserve. There is a very fine line between a 'Good' school that needs to improve in some areas, and a school that 'requires improvement' and I very much hope that in reading the report, you will be reassured that we are a school that is very committed to providing the best possible educational experience for all of our students. The Ofsted report has only served to strengthen our resolve in tackling the issues and improving consistency across the school.

You will be working under the guidance and leadership of our Head of Sixth Form and Assistant Headteacher who has strategic responsibility for Post-16 education. There is also a team of six Post-16 form tutors who you will work closely with. The main duties of this post are to provide support and guidance to all Post-16 students. This includes: working with subject teachers to plan and deliver intervention to improve student achievement; monitoring and improving attendance rates; providing careers guidance and support; planning and delivering the tutorial programme and creating and maintaining the positive learning environment in our Sixth Form study area. You will be expected to provide a service that enhances our existing provision in order to support learning and academic participation, to develop and maintain effective and supportive mentoring relationships with Sixth Form students and effective parental engagement.

The contracted hours are 37 hours per week and the salary range will be £15,830 to £17,176, which is paid in 12 equal monthly payments on the 15th day of each month. The exact working hours are 8.30 a.m. – 4.30 p.m. each day except Friday when you will finish at 4.00 p.m. You will have an unpaid lunch break of 30 minutes each day. The post holder will have a '195 day' term time only contract, whereby they work 190 teaching days, 3 training days and 2 days during the Summer holidays (days to be specified by the school but will include exam results days.)

This is an interesting and demanding post, but one which will give the right candidate an opportunity to be part of a committed and dedicated team of teachers and support staff, whose prime aims are the continuing improvement and development of the school and the support and encouragement of its students. If you are someone who loves learning and is committed to working with students who need your encouragement to succeed, and would like to work with colleagues who are friendly, committed and very hard working, then we would be delighted to receive your application.

We have made real progress recently and are proud of what we have achieved so far. However, we know that we have the capacity to improve still further and our work continues to focus on improving

practice in the classroom. We are a forward looking school, committed to giving our students the best possible educational experience. Although increasingly successful, we are not a complacent school. There are many aspects that we can improve further and our challenge is to do this without compromising our existing strengths. George Stephenson High School is a great place to work, with fantastic staff and talented students. I took on the Headship of this wonderful school in September 2009 and am truly very excited about the future. I hope you are enthused by the enclosed information and choose to apply.

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Sarah Fitton (Headteacher's PA) by **noon on Thursday 2 May 2019**.

We expect to hold interviews on XXXXX. If you have heard nothing by this date you must assume that your application has been unsuccessful.

May I take this opportunity to thank you for your interest in our school.

Yours sincerely

A handwritten signature in black ink that reads "Ian D. Wilkinson". The signature is written in a cursive style with a small flourish at the end.

IAN D WILKINSON
Headteacher

POST 16 Achievement Support Coordinator

Reports to:	Head of Sixth Form
Grade:	Grade 5 - JE Code D173
Contract	195 Term Time Plus – 37h per week (inclusive of attendance on exams results days)

Main Duties of the Post

To provide support and guidance to Post-16 students and those engaged with them, by removing barriers to learning in order to promote effective partnership, enhance individual learning, raise aspirations and achieve full potential.

- To improve student achievement, retention and attendance rates.
- To support students in helping them overcome barriers to learning.
- To support tutors outside of the classroom in helping students succeed in their studies.
- To support with careers, university and apprenticeship guidance.

Principal Accountabilities:

- To provide a complementary service that enhances existing provision in order to support learning and academic participation.
- Develop and maintain effective and supportive mentoring relationships with Sixth Form students and those engaged with them.
- Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to Sixth Form students.
- Promote learning mentor provision and raise standards of service.

Main Duties:

- Under the supervision of the Head of Sixth Form, work with individual or groups of students.
- Developing, agreeing and implementing a time bound action plan with groups and individual students and those involved with them based on a comprehensive assessment of their strengths and needs to maximize student engagement.
- Liaise with sixth form leadership team, subject staff, tutors and parents with regards to progress.
- Ensure that the Sixth Form Learning Centre is a welcoming, supportive and stimulating environment.
- Be responsible for ensuring that administrative and organisational tasks relating to the post are carried out effectively.
- Where appropriate to liaise with the families/carers of students needing monitoring and encourage their involvement and support for the student's achievements target
- Assist students to make transition to Post-16 education.
- Encourage appropriate standards of dress within the Sixth Form.
- To attend Parents Evenings and other school functions where there is a specific role to play under the direction of Sixth Form managers.
- To offer guidance and support with life long learning.
- Assist with the transition into and out of the Sixth Form (both exam results days).
- To support students with UCAS applications and further education and career opportunities.

- Develop good relationships with all students by establishing a positive, professional presence within the Sixth Form and responding appropriately to individual needs.
- Support students in their preparation for Higher Education or employment.
- To attend relevant meetings to provide feedback on student progress and achievement.
- Support the use of ICT in learning activities and develop students' competence and independence on its use.
- To be proactive in the use of time, to ensure maximum number of students can be supported.
- To ensure all support is accurately and punctually recorded to enable efficient monitoring by the Head of Sixth Form.
- To support Curriculum Leaders and Tutors in both monitoring and taking action to reduce student absence.

Support for the school:

- To undertake planned supervision of students' out of hours learning activities and supervise students on visits and trips.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend meetings and engage in development activities/training as required.
- To contribute to the overall ethos/work/aims of the school.
- To establish constructive relationships and communicate with other agencies/ professionals in liaison with the teacher, to support achievement and progress of students.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To provide appropriate guidance and supervision and assist in the training and development of staff, as appropriate.
- To provide administrative support across the school, as required.

Agreed that the Job Outline is a fair and accurate statement of the requirements of the job

Job Holder **Date**

Line Manager **Date**

Person Specification

Post-16 Achievement Support Co-ordinator

Area	Criteria	Requirement
Skills/Knowledge/ Aptitude	<ul style="list-style-type: none"> • Can use ICT effectively to support learning • Use of other equipment technology - video, photocopier • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Working knowledge of national/foundation curriculum and other relevant learning programmes/strategies • Understanding the principles of child development and learning processes 	Essential Essential Essential Essential Essential

	<ul style="list-style-type: none"> • An understanding of KS4-5 pathways and transition to higher education • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these 	Desirable Essential Essential Essential
Qualifications and Training	<ul style="list-style-type: none"> • GCSE (A-C or equivalent) in English, Maths and Science • Relevant NVQ Level 3 or equivalent qualification or 3 years' full time relevant experience • Training in the relevant strategies eg literacy and/or, in particular, curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, Maths, English, CACHE, etc. • Appropriate first aid training (to be provided in-house) 	Essential Desirable Desirable Desirable
Experience	<ul style="list-style-type: none"> • Experience of working with children of relevant age • Experience of working in a school setting • Experience in working in another service to young people 	Essential Desirable Essential

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