WE ARE ASTREA

**STUDENT MANAGER**

**NETHERWOOD ACADEMY**

**Part of Astrea Academy Trust**

**Applicant Brief**



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**Thank you for your interest in this role within Astrea Academy Trust.**

This is a hugely exciting time for our family of academies. The Trust has been recognised by the department for Education as being well placed to **raise standards** and **achieve excellence** for pupils in a growing number of academies.

## We are an inclusive, all-through Trust that was established to tackle historic educational disadvantage and to play our part in the social regeneration of the areas in which we work and we are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven’t previously received the educational opportunities they deserve.

## The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of ‘one Astrea’ across our academies.

## Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they **share our values**, are highly motivated to work with colleagues in and beyond their academy to **continuously develop** their skills and pursue **professional excellence**; are committed to providing the highest standards of teaching for all children and to ensuring each child, irrespective of socio-economic background, circumstance or ability, has **equity of access** to an educational experience that supports their **individual needs**.

If this is you, then we would be delighted to receive your application.

**Rowena Hackwood**

**CEO**

**OPEN LETTER FROM JONNY MITCHELL, PRINCIPAL**

Dear Candidate

I am absolutely delighted that you have shown an interest in applying for this crucial post at Netherwood.

Netherwood is on a journey to becoming an exceptional place to learn, and I am keen to ensure that the academy community espouses the values and vision around which I have cultivated my own professional journey – and I want exceptional colleagues to join the staff community to realise the potential which Netherwood clearly has in spades.

We need to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares the clear vision that the child is at the very heart of everything we do; a colleague who is able to enjoy positive, professional relationships with young people; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. I want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Netherwood get the very best we can offer them; my ambition is that Netherwood provides a world-class education, and colleagues joining the academy will need to want to be part of this ambition.

Everyone connected with the academy will expect commitment and drive, but this needs to be coupled with sensibility and humility. A sense of humour and a willingness to work really hard are also huge attributes.

I would never have entertained the idea of becoming Principal in a school I did not think had the level of potential that this place has – if you feel you have the skills, expertise, energy, enthusiasm and passion to join the staff team here, please ensure you submit an application.

I am currently able to arrange short visits to the academy, but only after 3pm during term-time. If you would like to visit, please contact me; equally, if you would like an informal conversation about the role prior to submitting an application, please feel free to get in contact with me to make arrangements.

My email address is [jonny.mitchell@astreanetherwood.org](mailto:jonny.mitchell@astreanetherwood.org)

In the meantime, I very much look forward to hearing from you. I appreciate the amount of time that goes into preparing an application, so thank you in advance for considering joining us.

My very best wishes.

**Jonny Mitchell**

**PRINCIPAL AT NETHERWOOD ACADEMY**

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## 

**ASTREA ACADEMY TRUST**

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure Astrea reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Our approach is to ensure school improvement – including the successful improvements that have been achieved so far in many of our academies that have joined the Trust as sponsored academies.

## ASTREA ACADEMY TRUST VALUES

The work of Astrea Academy Trust is underpinned by five core Value Partners:

* Responsibility and Leadership;
* Enjoyment and Innovation;
* Aspiration and Development;
* Collaboration and Inclusion; and
* Honesty and Integrity.

### Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

### Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

### Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#AstreaStars**

### Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

**Honesty and Integrity**

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

## SAFEGUARDING & CHILD PROTECTION POLICY

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth or to view the world in a positive way, that their behaviour may be challenging and that they may struggle to engage with school life. We will always take a considered and sensitive approach in order that we can support all our pupils.

**The Trust’s Safeguarding and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Safeguarding and promoting the welfare of children is everyone’s responsibility.  Everyone who comes into contact with children and their families has a role to play.  In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.  Safeguarding and promoting the welfare of children is defined as:

* Protecting children from maltreatment;
* Preventing impairment of children’s health or development;
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* Taking action to enable all children to have the best outcomes.

*Keeping Children Safe in Education (2019)*

As such, it is the duty of all who work for the Trust to:

* Ensure that a safe environment is provided for all children and young people to learn;
* Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
* Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2019.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.

## SAFER RECRUITMENT & PRE-EMPLOYMENT CHECKS

Astrea is committed to safeguarding children.

This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check and/or Barred List check.

For individuals applying for leadership and management positions a S128 check will also be required. For individuals who have previously lived abroad, overseas checks may also need to be taken prior to commencing employment.

New employees will not commence work until all relevant checks have been completed.

**Standard Checks**

All candidates invited to interview must bring the following documents:

* Documentary evidence of right to work in the UK;
* Documentary evidence of identity that will satisfy DBS requirements;
* Documentary proof of current name and address;
* Where appropriate any documentation evidencing change of name;
* Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies **will** **not** be accepted.

**Enhanced Checks**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

* Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared;
* If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings.
* If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues;
* Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children – this may only be answered ‘not applicable’ where your duties have not brought you into contact with children or young people.

**Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

* Verification of right to work in the UK;
* Receipt of at least two satisfactory references (if these have not already been received);
* Verification of identity checks and qualifications;
* Satisfactory Enhanced DBS Check;
* Verification of professional status such as QTS Status, NPQH (where required);
* Satisfactory completion of a Health Assessment;
* Satisfactory completion of the probationary period (where relevant);
* Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

**References & Verifications**

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from references will be taken up at interview.

## APPLICATION PROCESS

**Applications**

Applications will only be accepted from candidates completing the Trust’s Application Form.

Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. Your supporting statement should evidence your skills and experience against the requirements of the job description and person specification.

**Please send your completed Application Form to Jade Crossland, Assistant Business Manager:** [jade.crossland@astreanetherwood.org](mailto:jade.crossland@astreanetherwood.org)

CVs will **not** be accepted in place of a completed Application Form.

**Invite to Interview**

After the closing date, short listing will be conducted by a Panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

You will be selected for interview entirely on the contents of your application form, so please read the job description and person specification carefully before you complete your form.

In addition to candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours; and
* Attitudes to use of authority and maintaining discipline.

## ASSESSMENT PROCESS

Applications will be assessed against the job description. Successful applicants will be invited to the selection process.

The interview process will comprise of two stages; candidates who successfully complete the first stage will be invited back to complete the final stage interview. Details of this will be communicated at the time. Candidates will need to be available to interview late June/early July.

Whilst it is our preference to hold these interviews face-to-face, the on-going pandemic and current limited school openings, may lead us to decide to hold these remotely via Microsoft Teams. Should interviews progress on a face to face basis, each candidate will be required to undertake a personal risk assessment so that we can ensure all appropriate health and safety protocols are in place.

Should you have any questions regarding the interview process, please email:

[jade.crossland@astreanetherwood.org](mailto:jade.crossland@astreanetherwood.org)

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **POSITION** | **Student Manager** |
| **SALARY RANGE** | **Grade 6, points 18 to 23** |
| **CONTRACT TYPE**  **REPORTING TO** | **Permanent**  **Term Time (38 weeks & 2 INSET days)**  **37 hours per week, Monday to Friday**  **Progress Leader/Assistant Principal – Inclusion** |
| **LOCATION** | **Netherwood Academy** |

The Student Manager will carry out the responsibilities listed below in a manner which is in keeping with the ethos of the Academy.

This description is not intended to be exhaustive and is a general outline of the typical duties and responsibilities expected to be carried out whilst accepting that these may vary.

The post holder will under the guidance of their Line Manager organise their own work load and will make decisions as to how and when duties are to be carried out and will respond independently to unanticipated problems and solutions.

**Purpose**

• Take a lead role in behaviour management within the Academy and support the needs of students who need particular help to overcome barriers to learning.

• To support and implement the Academy’s Behaviour Policy.

• To work towards maximising individual students’ level of achievement.

• Contribute to the planning, development and monitoring of support services.

**Key Duties and Responsibilities**

**Students**

• Take a lead role in managing and delivering pastoral support to students.

• Ensure students adhere to the Academy’s Uniform and Behaviour Policies by ensuring and maintaining high standards of dress and discipline.

• Ensure that registers are checked weekly for reasons for absence, truancy and punctuality ensuring that issues arising are followed through at an early stage.

• Manage and supervise ‘lates’ and other detentions.

• Organise EWO meetings.

• Assist with the supervision and education of students excluded from, or otherwise not working to, a normal timetable.

• Attend to students’ personal needs and provide advice to assist in their social, moral, spiritual and cultural development.

• Assist with the development and implementation of Individual Learning Plans, PSPs and Student Passports.

• Establish productive working relationships with students and parents, acting as a role model.

• Arrange and develop mentoring arrangements with students and provide support for vulnerable students.

• Assist in managing the speedy/effective transfer of students across phases/integration of those who have been absent/those joining the Academy other than at the normal starting time.

• To support the process of referral to and reintegration from the Pupil Referral Unit (PRU), FAP and Managed Moves.

• Challenge and motivate students, promote and reinforce self-esteem.

• Provide feedback to students and their parents in relation to progress, achievement, behaviour, attendance etc.

• Support students’ access to learning using appropriate strategies, resources etc.

• Assist other staff in planning, evaluating and adjusting learning activities to meet their individual needs.

• Provide objective and accurate feedback and reports as required, to other staff on students’ behaviour, progress and other matters, ensuring the availability of appropriate evidence.

• Manage record keeping systems and processes.

• Assist with the development and implementation of appropriate behaviour management strategies.

• Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links.

• Contribute to the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.

• Administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusion, making phone calls etc.

• Write, implement, monitor and review Persistent Absentee Plans.

• Work with those students (and their parents) who are in danger of becoming PAs.

• Undertake On Call duties.

• Undertake Seclusion and Removal Room duties.

• Undertake break, lunchtime and other duties as directed.

**Whole School**

**•** Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

• Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.

• Contribute to the overall ethos/work/aims of the Academy.

• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.

• Attend and participate in regular meetings.

• Participate in training and other learning activities as required.

• Recognise own strengths and areas of expertise and use these to advise and support others.

• Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

• To implement the Academy’s policies for Equality, Diversity and Cohesion and Race Equality.

**General**

• To develop and promote high standards throughout the Academy Trust and Barnsley Children, Young People & Families Services.

• To undertake any other duties, commensurate within the grade, at the discretion of the Principal.

• Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection, Data Protection and Financial Regulations, policies and procedures.

• Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

**General Information and Working Arrangements**

Netherwood Academy operates a no smoking policy throughout the site.

Netherwood joined Astrea Academy Trust in May 2017 and caters for the 11-16 age range. The Academy is very popular and growing and the number on roll is currently 1140. We value equally all members of the school community and work together for the educational progress of all our students in partnership with the whole community.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

**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 Principal.**

**PERSON SPECIFICATION**

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

|  |  |  |
| --- | --- | --- |
| **Relevant Experience** | **Essential** | **Desirable** |
| Experience of working with secondary school aged children/young adults | \* |  |
| Experience of multi-agency working | \* |  |
| Proven track record of working with complex issues of a confidential and delicate nature | \* |  |
| **Education and Training** |  |  |
| Excellent literacy and numeracy skills (minimum Grade C GCSE English & Maths) | \* |  |
| NVQ Level 3 or equivalent qualifications related to working in the care sector with children | \* |  |
| Significant experience of working with children/young adults in a formal role | \* |  |
| **General and Special Knowledge** |  |  |
| Knowledge of learning and behaviour strategies and the ability to implement them, in liaison with others as required | \* |  |
| Knowledge of performance management requirements and the ability and willingness to positively engage with them | \* |  |
| Knowledge, understanding and ability to implement statutory and whole school policy requirements ((including but not limited to, safeguarding, inclusion systems, behaviour management systems) including administrative requirements | \* |  |
| **Skills and Attributes** |  |  |
| Excellent interpersonal skills, in particular, an ability to relate well to pupils, parents, colleagues and professionals | \* |  |
| Able to communicate clearly and effectively (orally and in writing) to a high level | \* |  |
| Able to work constructively and effectively both independently and as part of a team | \* |  |
| Excellent administrative, organisational and communication skills | \* |  |
| Counselling, negotiation or advocacy skills | \* |  |
| Able to manage the behaviour of students in a firm, caring, constructive and positive manner | \* |  |
| Able to establish and maintain positive and professional relationships with students, parents and colleagues | \* |  |
| Able to work under pressure, prioritise workload and keep to tight deadlines | \* |  |
| Good ICT skills | \* |  |
| **Additional Factors** |  |  |
| A commitment to safeguarding and promoting the welfare of students | \* |  |
| Excellent record of good health, attendance and punctuality | \* |  |
| Professional appearance and manner | \* |  |
| To be self-motivated, conscientious, honest and reliable | \* |  |
| A willingness to undergo further training and to actively seek professional development opportunities | \* |  |
| A commitment to raising standards of achievement | \* |  |