

Success Academy Trust



JOB APPLICATION PACK

Thomas Estley Community College



Station Road
Broughton Astley,
Leicestershire, LE9 6PT



01455 283 263

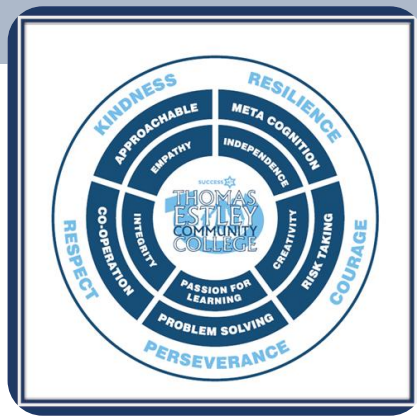


thomasestley.org.uk

APPLY NOW

THOMAS
ESTLEY
COMMUNITY
COLLEGE

Community of courage and commitment to success



Community of Courage & Commitment to Success

Aiming to achieve our best.

Taking full advantage of every **learning opportunity**.

Showing **resilience** through our experiences and challenges.

Seeking out our **talents** and following our dreams.

Reaching out for opportunities to **lead and encourage others**.

Making **a positive difference** and celebrating success.

Including the **whole community**, sharing, caring and giving time as needed.

Treating each other with **kindness, fairness and respect**.

Finding space in our lives for **fun, joy, praise and laughter**.

Station Road, Broughton Astley, Leicestershire, LE9 6PT Tel: 01455 283 263
admin@thomasestley.org.uk - www.thomasestley.org.uk

Dear Applicant
2024

May

Subject: Inclusion Intervention Lead
Grade 6 – £20,453.63 - £20,797.69
Full Time 39 Weeks Per Year – Permanent
Commencing August 2024

Thank you for your interest in this post, at the Community College and lead school in the Thomas Estley Learning Alliance. Please find below some information regarding the college and this post. You will also find extra information on our college website at www.thomasestley.org.uk and on the OFSTED website. We hope that you will find the information of value in considering and, if appropriate, making your application.

At Thomas Estley we are proud of our inclusion ethos. We have a new exciting opportunity, and the college is looking to appoint an Intervention inclusion lead to contribute to the planning, delivery and evaluation of learning activities.

Thomas Estley Community College

Thomas Estley Community College is a thriving, well-established Leicestershire 11-16 Community College, with around 900 students on roll, and very strong links with primary and secondary partners. We are the secondary school within success Academy Trust (including one secondary school, three primary schools and a preschool) and the lead school in TELA – Thomas Estley Learning Alliance, which currently comprises over 30 local schools. We lead local NPQ provision on behalf of Leicester and Leicestershire teaching School Hub and are a satellite secondary SCITT base.

The College is strongly committed in principle and practice to its role as a Community College, including adult learning, before and after school clubs and an onsite preschool and primary aged out of school club. We are proud to have received many awards for excellent practice, we regularly welcome local and, national visitors, and our practice in leading training, from Initial Teacher Training to middle and senior



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leadership level, is well embedded. One of our main foci as a college and a Trust is leadership and character development, as we commit to 'Build Leadership and Character Together', and we prioritise a leadership curriculum and enhancement programmes for both students and staff in order to grow a community of present and future leaders.

We have an inclusive provision, also comprising a communication and interaction unit to support our young people, The Oaks at Thomas Estley, and we regard ourselves as the Thomas Estley family, including our students and our staff.

Applications to the College

If you are interested in an opportunity to work with us through this exciting period of growth and innovation along the lines outlined in the enclosed details, then we look forward to receiving your application. This post is subject to enhanced disclosure from the Criminal Records Bureau. Your application should include a completed form and a letter of application (no more than three sides of A4 please) with the names and addresses of two current professional referees. Please ensure that your letter matches your philosophy, practice and experience to the items in the job and person specification. Application forms can be found on our website www.thomasestley.org.uk. We look forward to receiving your application.

Please note the closing date for applications is Friday 17th May with interviews early the following week. Applications via email to hr@thomasestley.org.uk.

Yours sincerely

M Collins

Mandi Collins
PRINCIPAL



Featuring additional entitlement to our ‘Three Steps to Success’ for all our Success Academy Trust staff...



ENTITLEMENT TO OUR TRUST TRAINING PACKAGE AS APPROPRIATE TO CAREER STAGE DEVELOPMENT, ROLE AND EXPERIENCE



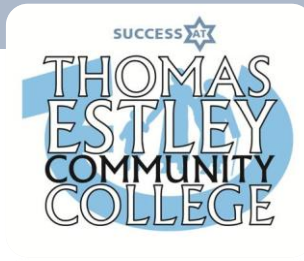
TALENT MANAGEMENT DEVELOPMENT ROUTES WITHIN THE TRUST WITH A PERSONALISED CAREER PLAN



WELLBEING FOR SUCCESS – OUR OWN PERSONAL WELLBEING AND SUPPORT PACKAGE TO HELP YOU FLOURISH



Please visit [Success Academy Trust](https://www.successat.org.uk) to view 'Who we are'



COLLEGE

Job Title: Inclusion Intervention Lead

Grade: Grade 6
Hours: Full time, 39 weeks per year, permanent

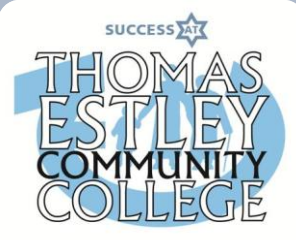
Responsible to: Director of inclusion

Key relationships with: Teachers, Other classroom support staff, Director of Inclusion, Leadership team, Therapy and Wellbeing Team

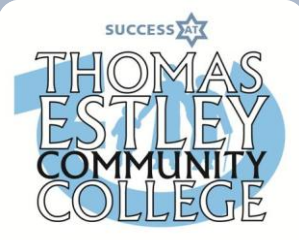
Job purpose:

Inclusion intervention leaders will work under the direction of the inclusion department. They will be responsible for a case of EHCP pupils supporting in class, delivering interventions, tracking interventions they run and be the main liaison for those pupils. The intervention lead will also lead on interventions for pupils on the SEND register when required, along with tracking them

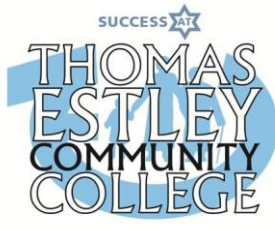
To whom postholder reports to: Director of inclusion and Inclusion Manger



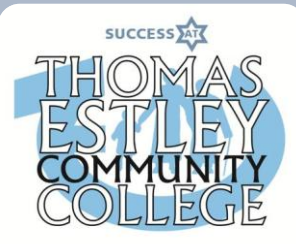
<p>Operational / Strategic Planning</p>	<ul style="list-style-type: none"> · To contribute as appropriate to syllabuses, resources, schemes of work, marking policies and teaching strategies in the Inclusion Departments · To contribute to the inclusion department's development plan and its implementation · To plan and prepare intervention and lessons · To contribute to the whole school's planning activities
<p>Curriculum provision</p>	<p>To ensure that the curriculum areas provide a range of teaching which complements the school's strategic objectives</p>
<p>Curriculum Development</p>	<ul style="list-style-type: none"> · To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's mission and strategic objectives.
<p>Staffing Staff Development: Recruitment / Deployment of Staff</p>	<ul style="list-style-type: none"> · To take part in the school's staff development programme by participating in arrangements for further training and professional development · To continue personal development in the relevant areas including subject knowledge and teaching methods · To engage actively in the Performance Management Review process · To work as a member of a designated team and to contribute positively to effective working relations within the school
<p>Quality Assurance</p>	<ul style="list-style-type: none"> · To help to implement school quality procedures and to adhere to those · To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria · To seek/implement modification and improvement where required · To review work from time to time, methods of teaching and programmes of intervention · To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school



<p>Management information:</p>	<ul style="list-style-type: none"> · To maintain appropriate records and to provide relevant, accurate and up-to-date information for MIS, registers, etc. · To complete the relevant documentation to assist in the tracking of pupils · To track pupil progress and use information to inform teaching and learning
<p>Communications</p>	<ul style="list-style-type: none"> · To communicate effectively with the parents of pupils as appropriate · Where appropriate, to communicate and co-operate with persons or bodies outside the school · To follow agreed policies for communications in the school
<p>Marketing and Liaison:</p>	<ul style="list-style-type: none"> · To take part in marketing and liaison activities
<p>Management of Resources:</p>	<ul style="list-style-type: none"> · To contribute to the process of the ordering and allocation of equipment and materials · To identify resource needs and to contribute to the efficient / effective use of physical resources within the department · Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and pupils
<p>Pastoral System:</p>	<ul style="list-style-type: none"> · To promote the general progress and well-being of individual pupils and of the Tutor Group as a whole · To liaise with a Team Leader to ensure the implementation of the school's Pastoral system · To register pupils, encourage their full attendance at all lessons and their participation in other aspects of school life · To evaluate and monitor the progress of students and keep-up-to date · To contribute to the preparation of Action Plans and progress files and other reports



	<ul style="list-style-type: none"> · To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved · To communicate as appropriate, and support members of the department, , with the parents of pupils, with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff · To contribute to curriculum enrichment according to school policy · To apply the Behaviour management systems so that effective learning can take place
<p>Teaching intervention groups</p>	<ul style="list-style-type: none"> · To teach pupils according to their educational needs, including the setting and marking of work to be carried out in school and elsewhere · To assess, record on attendance, progress, development and attainment of pupils and to keep such records as are required · To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils · To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students · To undertake a designated programme of teaching · To ensure a high quality learning experience for pupils which meets internal and external quality standards · To prepare and update subject materials · To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus · To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework · To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures · To mark, grade and give written/verbal and diagnostic feedback as required



Other Specific Duties:

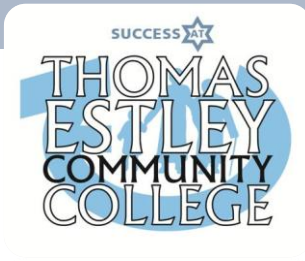
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To promote actively the school's corporate policies
- To continue personal development as agreed
- To comply with the schools Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified by STPCB not mentioned in the above

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current, but, following consultation with you, may be changed by the Senior Leadership Team to reflect or anticipate changes in the job which are commensurate with the salary and job title.

WHOLE COLLEGE RESPONSIBILITIES:

- Support current policies and recognised good practice within the college
- Be aware of the importance of confidentiality and data protection
- Participate in annual Performance Reviews with your Line Manager, based on agreed objectives.
- Willingness to be flexible in both approach and use of time.
- All tasks should be undertaken with due regard to Health & Safety regulations.
- To undertake such other duties which are within the scope of the job purpose, title of the job and its grade.



COLLEGE

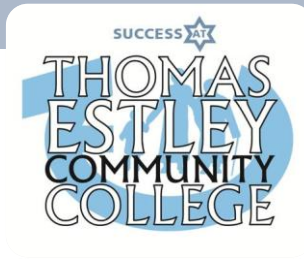
Job Title: Intervention inclusion lead

Job purpose:
 Inclusion intervention leaders will work under the direction of the inclusion department. They will be responsible for a case of EHCP pupils supporting in class, delivering interventions, tracking interventions they run and be the main liaison for those pupils. The intervention lead will also lead on interventions for pupils on the SEND register when required, along with tracking them.

<p>To whom the postholder reports to</p>	<p>The postholder is responsible to the:</p> <ul style="list-style-type: none"> · Principal in all matters · The relevant member of the school leadership group in respect of curriculum and pastoral matters · The postholder is also expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school/college
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<p>The Persons line managed by the postholder</p>	<p>The postholder is responsible for:</p> <ul style="list-style-type: none"> · Where appropriate the supervision of support staff within the department area · The coaching, mentoring and development of all staff within the subject area.
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<p>Duties and responsibilities specific to the post</p>	<p>Strategic Direction:</p> <ul style="list-style-type: none"> · Develop and implement policies and practices for the subject area, which reflect the school's/college's commitment to high achievement and which are consistent with national and school/college strategies and policies. · Establish short, medium and long term plans for the development and resourcing of the subject area. · Monitor the progress made in achieving subject plans and targets, and evaluate the impact on teaching and learning.
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	<p>Teaching and Learning:</p> <ul style="list-style-type: none"> · Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods. · Develop and implement systems for recording individual pupil's progress. · Ensure schemes of work are developed appropriately and evaluate the impact on teaching and learning. · Evaluate the quality of teaching and standards of achievement/attainment, setting targets for quality controlled improvement. <p>Leading and Managing Staff:</p> <ul style="list-style-type: none"> · Develop subject teams and individuals to enhance performance. · Develop coaching and mentoring systems to ensure the support and development of all staff within the subject area. · Plan, delegate and evaluate work carried out by team(s) and individuals. · Promote a creative and collaborative working environment. · Create, maintain and enhance effective relationships. <p>Resource Management:</p> <ul style="list-style-type: none"> · Secure and allocate resources to support effective learning and teaching within the subject area. · Monitor and control the use of these resources.
<p>Generic duties and responsibilities</p>	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:</p> <ul style="list-style-type: none"> · School policies and guidance on the curriculum and school organisation · Leicestershire County Council Policies · National Standards for Subject leaders · The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment · Common core of skills and knowledge of the children's workforce <p>The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out with the School Teachers Pay and Conditions Document.</p>



THOMAS ESTLEY COMMUNITY COLLEGE - PERSONNEL SPECIFICATION

Job Title: Inclusion intervention lead

Scale: Grade 6

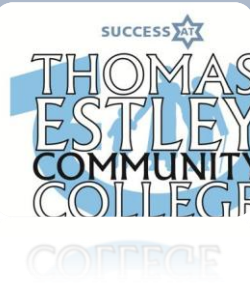
	Essential	Desirable	How assessed
<u>Qualifications</u>			
GCSE or equivalent, English and Maths	✓		Doc/App
Good numeracy/literacy skills	✓		Doc/App
<u>Knowledge/Skills</u>			
Some experience with working with Children of a similar age.	✓		App/Test/ Int
A high standard of Numeracy, Literacy and Science skills	✓		App/Test/Int
Highly effective use of ICT and other specialist equipment/resources			
Full working knowledge of relevant policies/codes of practice and legal compliance	✓		App/Test/Int
Awareness of relevant legislation			
Work constructively as part of a team, understanding organisation's roles and responsibilities and your own position within these		✓	App/Test/ Int
Ability to self-evaluate learning needs and actively seek learning opportunities			
<u>Other</u>			
Right to work in the UK		✓	App/test/ Int
	✓		Test/Int
	✓		App/Int
	✓		Doc

Key:

App = Application Form

Pre = Presentation





All **Thomas Estley Community College** employees are expected to promote and safeguard the welfare of students at this school.

The job description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character and requirements of the post or the level of responsibility entailed.

Variations are a common occurrence and do not necessarily constitute additional responsibilities or warrant a higher grade.

