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| The Beacon of Light School |
| Information for applicants for the role of Deputy Principal |
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Dear Candidate

Thank you for the interest that you have shown in the position of Deputy Principal at the Alternative Provision School at the Beacon. We are very excited about the proposed school as we are convinced that it will provide life changing opportunities to the young people who attend, of course in terms of improved educational outcomes but also in the longer term outcomes of training, work and economic wellbeing.

We are very fortunate in that we have a sound platform from which to build. The galvanising power of football brings together the very impressive track record of the Foundation of Light with the commitment of our many education and business partners. This, together with a facility in the state of the art community facility which will be Beacon of Light provides us with an exceptional opportunity to make a real and sustained difference to the lives of young people.

The catalyst to our success will, of course, be an exceptional educational team and so we are looking to appoint a strong, talented, inspirational senior leader to work alongside the Principal to lead this exciting development. As this will be dual registered provision, the successful candidate will have the particular skills and understanding to work with partner schools, academies and LAs in delivering improved educational outcomes. Working with a committed, experienced and challenging Board and Trustees will provide the successful candidate with what we expect to be a career defining opportunity, providing leadership within a ground-breaking provision which will manifest how enhanced educational opportunities provided to young people through alternative provision can enable meaningful and sustained transition and better futures.

Included in this pack you will find information about the Foundation of Light. Although the school will be a separate entity with separate governance and accountability, there will be an ongoing connection through shared vision and values. Also included in the pack is information about the Beacon of Light, an iconic and inspirational centre for education and sport, within which the school will be located, providing the opportunities for real access and engagement beyond the dedicated and safeguarded school area. Finally, we have included an information document ‘Sunderland Centre of Opportunity – Alternative Provision School’ which includes extracts from the initial successful free school submission. Of course, this was constructed at a previous point in time and we look forward to supporting the Beacon of Light School Senior Leadership Team in refreshing the vision and associated detailed planning of a curriculum to deliver this vision.

The opening date for the school is September 2016. The initial opening will be in temporary accommodation with a move to the Beacon of Light in 2017. The Principal will lead and manage both phases of the development, with the support and guidance of the Senior Leadership Team.

I do hope that this gives you a clear picture of our expectations and aspirations for the school. However, if you would like to discuss any aspect further please contact Denise Taylor, Principal Designate, (denise.taylor@foundationoflight.co.uk) who will answer any questions you may have about this exciting opportunity.

Appointing the right person to become an important part of this forward-thinking Senior Leadership Team is crucial to us. If you think you are that person we look forward to receiving an application from you!

Yours sincerely



**Sir Bob Murray CBE**

**Chairman – Foundation of Light**

**Core Values of the Sponsor - Foundation of Light**

**We work as a team**

We work together to achieve our goals. We trust and respect each other. We share information and experience. Individuals are empowered and encouraged. We respect diversity of opinion and different ways of working. We employ an effective use of resources.

**We are professional**

We behave with the highest standards of professionalism towards others when we are in the classroom, on the playing field and in the workplace. We have a strong ethos of promoting inclusion. We pride ourselves on our high operating standards and a constant dedication to developing and nurturing expertise.

**We are proud of what we do and dedicated to achieving our goals**

We show dedication, integrity, strength and determination in achieving our goals. We are committed, driven and ambitious in setting and achieving high standards. We will never settle for second best and always give our all. Our passion, enthusiasm and conviction for what we do is conveyed to everyone whose lives we touch. We communicate what we do effectively at every opportunity.

**We are progressive and forward thinking**

We are open-minded to opportunities that develop our organisation’s vision. We relish change and will continuously strive to increase the quality of what we do. We will be leaders in our sector by encouraging and promoting innovation and creativity.

**We are fully committed to achieving the best for our customers and communities**

We believe that hopes and dreams provide the motivation and desire to achieve. We work tirelessly to be that spark that ignites the fire of ambition in others. Through football and sport, we will do our utmost to enable individuals to have more opportunity, understand their own life possibilities and stretch their capabilities; so building strong and healthy communities. We always seek to deliver value for money whilst maintaining the highest quality of service.

**We are passionate and enthusiastic**

We are passionate about enabling people to develop a sense of dignity and pride in themselves and their communities. We have a positive outlook which inspires others. We are hardworking, responsible and pioneering. We will engage, inspire and enlighten to make a real difference to our community.

**The Beacon of Light School**

**Vision**

A life-changing school where education and opportunity leads the way to a brighter future

**Mission**

Using the passion for football and power of education to change lives and create an inspirational journey of self-discovery, which motivates and encourages young people to learn and be more.

**Aims**

* To change every life for the better
* Educate each student as an individual
* Aim high and value the pursuit of excellence
* Recognise measures of success are different for every person
* Promote opportunity and diversity
* Take pride in and celebrate achievement and success
* Foster dignity, respect and fairness
* Instil optimism confidence, positivity and sense of self-worth
* Create unique learning and work experience opportunities with respected employers

**Ethos**

* The school will be a professional learning environment where the individual needs of individual students are being appropriately met.
* The school will be a place where young people are nurtured, a place that offers a vibrant and stimulating working environment that will inspire students to learn, achieve and make progress. Students will be inspired by their surroundings to gain new skills and achieve the best qualifications they are capable of achieving to help them to progress further in life. We want to deliver a curriculum and learning experience which succeeds where others have not been able to.
* Students will be supported by a team of staff who will motivate and engage students by using teaching methods and real-life situations in order to help them to progress further post-16. Where appropriate sport and the motivational brand that is Sunderland Football Club will be part of the enrichment opportunities for the students but enrichment opportunities will not be solely restricted to sport, they will be broad and varied.
* A challenging and appropriate curriculum for all students whilst helping them develop as young adults, ready and equipped to move forward into the next phase of their lives.
* We want to break down any barriers to learning. We believe in equipping students with the life-long ability to make appropriate choices in particular situations, supported by them having a continuing interest in learning and self-development.
* We want our learners to be reflective in their thinking, to have the ability to understand a situation, the judgement to then decide upon the right thing to do and finally the ability, expertise and experience to make the correct plan and then to deliver it successfully. A personal development/mentoring programme will be crucial in this regard drawing upon the already successful Tackle It and Kicks programmes run by the Foundation which are supported by Sunderland City Council and the Premier League respectively.
* It is essential that students acquire the enormously important qualifications to help them progress on their chosen pathway post-16 but also develop a detailed understanding of how to set appropriate goals or targets for themselves and how to then plan and deliver a suitable strategy to achieve those targets. In addition, students will be flexible enough in their approach to be able to adjust and alter their plans in light of changing circumstances. This ability to adapt will be built in throughout the whole curriculum.
* Students will take personal responsibility for their own development and progress and to recognise life-long learning as a normal and natural outcome. We believe our students will be better qualified academically and personally after a placement with us to progress on post-16 with greater confidence and flexibility to address the challenges they will face. We want our students to develop the positive attitudes required to support them moving post-16 and to have the employability skills which will ensure that there is less chance of them becoming NEETS in the future.

**Aspirations of the Beacon of Light School**

The Beacon of Light School has the following key aspirations.

1. To improve the level of academic achievement, including GCSE’s
2. To improve levels of vocational qualifications and employability skills enabling students’ successful transition into further education or work
3. To engage students in learning so that they want to attend each day and as a result their attendance increases
4. To equip students with the necessary skills and confidence that will help them deal with different situations and contexts
5. To provide for students the level of outstanding teaching that they deserve
6. To engage with students, families, outside agencies and commissioners to ensure that the needs of the individual are met
7. To increase the number of students who want to take part in optional enrichment activities

**The Beacon of Light School - Curriculum Overview**

The curriculum at the School at The Beacon will offer an education suited to students’ capabilities including opportunities to take appropriate qualifications on par with mainstream peers. It will be broad and balanced for the students aged 13-16 and clearly focused towards the outside world of work. It will enable students to overcome barriers to learning, to be able to engage meaningfully in their learning and to develop the attitudes and skills necessary to help them avoiding becoming a NEET statistic. Through the extensive business links of the Foundation of Light, students will have opportunities to access real-life learning through work experience in a variety of settings whilst there will be clear progression pathways for the young people as they move onto education or training post-16, a goal supported through the Foundation of Light’s membership of the Sunderland City Provider Network which is a group of work based providers and Sunderland FE College working together to secure effective provision and support for young learners.

**Year 9 Students**

For those students in Year 9 admitted to the School at The Beacon, they will embark upon up to a flexible, but potential 12-week placement. The overarching aim of the programme is to break down barriers, whatever those barriers might be. The programme seeks to improve behaviour and attitudes to learning, to improve basic core skills and to seek to improve the student’s self-esteem and sense of belonging. The end goal being to reintegrate them back into the host school.

**Key Stage 4 Students**

As a result of discussions with Head teachers three different pathways are being developed for students in Key Stage 4. In all discussions around a Key Stage 4 placement there will be a ‘risk assessment’ with the host school at the outset to ensure that when the student returns to their host school at the end of the placement that their access to their school based curriculum has not been endangered.

**Short Term Placements**

Following the initial needs assessment if a student embarks on a short term placement, perhaps up to a term, the following curriculum outline might apply.

• GCSEs in English, Maths, Science and ICT (provision could be made for Additional Science if that was appropriate for a student)

• The opportunity to achieve a minimum of three vocational credits within the following areas: Sport, Business and Administration, ICT, Media and Communications and Child Development.

• Personal and Social Development together with Information, Advice and Guidance including careers. The Tackle It and Kicks projects briefly described below will be part of the experience for Key Stage 4 students

• Access to sport and enrichment activities

• The opportunity for one day a week of work placement

**Longer Term Placements**

Following the initial needs assessment if a student embarks on a longer term placement the following curriculum outline might apply.

Part-Time Work Based Placements

This arose from a number of schools who felt that certain students would benefit from a regular period of time away from the school environment experiencing real life work experience for 1.5 or 2 days each week. For those students the following provision might apply

• 1 day a week work placement which begins with a carousel experiencing the range of vocational areas mentioned above before settling on a specific work based area for a longer term period

• 0.5 days a week following some vocational training to achieve credits towards Technical Awards.

• Possibly an additional 0.5 days a week of personal development work and IAG.

**Track Record of Foundation of Light**

The Foundation has experience of successful short-term alternative provision. (**Pitstop**) aimed at young people aged 11-16 years, providing a practical, safe, stimulating and potentially life-changing environment for those marginalised from mainstream education and requiring planned intervention. This helped change attitudes and behaviours and improve life chances. It was award winning in respect of its innovative approach.

The objectives of Pitstop have been:

• Provide opportunities for lifelong learning

• Help raise levels of Literacy, Numeracy and ICT

• Develop knowledge and understanding of relevant issues

• Challenge attitudes and behaviours in a safe environment

• Develop skills, confidence and self-worth

• Provide smooth re-integration back into mainstream education

• Improve motivation and self-esteem

Both the Local Authority and local Schools and Academies currently commission places at this short-term provision. Thus far Pitstop has served 600 young people with 94% successfully completing their placement and returning back into mainstream education. However, in discussions over the last 18 months there has been a desire from the LA and the Schools and Academies for the Foundation to consider offering longer-term provision if appropriate, which for students at Key Stage 4 would include access to up to five GCSEs, vocational qualifications and opportunities and real-life learning in the form of work experience or voluntary activities. This initial view in fact developed considerably during consultation with schools.

An integral part of the new provision is that the Pitstop provision as it is currently delivered would close and be replaced by alternative provision in the new school.

Other programmes that provide evidence of ability to work with targeted young people include: **Back on Track**, an employability programme for young people not in education, employment or training demonstrating in its initial pilot, of 48 learners, 79 qualifications were achieved and 34 went on to a successful end result, 14 of them into employment; and Kicks, a youth programme delivered in six geographical areas that has seen anti- social behaviour drop in some areas by 75%.

**Improving Futures** is a successful programme designed to raise attainment levels of primary children in disadvantaged families. It uses a multi-agency approach to deal with family issues and is being evaluated as national good practice.

**An exciting new opportunity in an exciting new building**

The school will open with 40 students in September 2016 and operate from facilities in the Education area of the Foundation inside the Stadium of Light. However, from September 2017 the school will be based in the new Beacon of Light.

The Beacon is to be built on land already acquired, adjacent to the Sunderland Stadium of Light and the Sunderland Aquatic Centre, and will comprise a range of flexible learning zones which will be technologically and digitally advanced and able to offer a range of experiences. The development will encompass a sport and play zone, a world of work zone, a health and wellbeing zone and, if the application is successful, the Alternative Provision Free School. Whilst being a stand-alone institution, the Free School will be very much part of a wider and cohesive community strategy which in turn is supported by many local agencies.

The successful candidate will play a significant role is influencing the design of the school premises. They will work closely with the architects and have a central role in identifying the ICT and fixtures and fittings required to create a successful school in the Beacon.

**The expected student intake**

The young people for whom the Beacon of Light School is intended are those who are disengaged with mainstream provision. Young people who maybe are displaying behavioural issues and who perhaps are also developing an attendance problem and who as a result are not making expected levels of progress. Based upon historic referrals to both Pitstop and the local PRU, issues of low level disruption and poor behaviour will also be a feature of some of the students referred whilst the students will also reflect a wide range of ability levels.

The school is intended for students who might be in danger of exclusion or indeed already have a history of fixed term exclusions. They are likely to be students who are very much on the margins of a mainstream school but who perhaps do not necessarily display complex needs. The young people in question are students who undoubtedly are in danger of becoming NEETs (not in employment, education or training).

The table below shows the planned growth in numbers from Year 1 through to capacity at the beginning of Year 4. We believe very strongly that the school will grow to become an enormously important and integrated part of education provision within the area. We recognise that if the provision is to be sustainable long-term it needs to be established and develop the trust and confidence of the commissioners locally, before expanding to capacity through years 3 and 4. That is a key reason behind the numbers for Years 1 and 2 being positioned at 40 students. However, this is a conservative prediction and we have a very strong expectation that these figures could be exceeded.

**Planned growth of student numbers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Key Stage 3****(Year 9)** | 20 | 20 | 25 | 30 | 30 | 30 | 30 |
| **Key Stage 4** | 20 | 20 | 35 | 50 | 50 | 50 | 50 |
| **Totals** | 40 | 40 | 60 | 80 | 80 | 80 | 80 |

**Roles and responsibilities in Governance of the Beacon of Light School**

The table below shows the responsibilities of the levels of Governance in the School.

The Principal will work closely with the Governors to ensure that the provision is of the highest quality and that the school is financially sound.

Roles:

* Oversee achievement of company objectives
* Overall strategic direction
* Oversee general accounts
* Power to amend articles
* Power to appoint or remove Governors
* Appoint a Principal

The Members of the Trust

Report to the members of the Trust

* To hold the Principal to account for the day to day management of the Alternative Provision School at The Beacon
* To ensure the quality of the educational provision
* To challenge and monitor the performance of the school
* To manage the finances and property of the Trust
* To be responsible for the appraisal of the Principal who will in turn be responsible for the performance of the staff
* Ensure that the Trust complies with charity and company law
* Operate in accordance with the funding agreement which has been signed with the Secretary of State
* To provide support and challenge to the Principal

Governors

* Establish strong strategic direction
* Lead on creation and development of systems and processes
* Create an ethos and culture of high expectations
* Lead and manage the school on a day-to-day basis

Principal

**BEACON OF LIGHT SCHOOL**

**Deputy Principal**

**GRADE:** The salary range will be set dependent upon skills, experience and knowledge of the successful candidate but is expected to be within the range of £45,000 - £50,000

**RESPONSIBLE TO:** Principal

**RESPONSIBLE FOR:** Staff as allocated

**JOB PURPOSE:** To assist the Principal in:

* Developing the educational programme of the school
* Managing, organising and developing staff and resources
* Operational management of the site
* Other leadership responsibilities as allocated

To deputise for the Principal as required

To carry out professional duties of a teacher

**Main responsibilities:**

The following list is typical of the level of duties which the Deputy Principal will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

In accordance with the requirements of the School Teachers’ Pay and Conditions Document 2015 and the Teachers’ Standards, the Deputy Principal shall perform those duties particularly assigned by the Principal as follows:

**Generic Leadership Responsibilities:**

* To carry out the professional duties of a Deputy Principal and to carry out teaching duties in accordance with the school’s schemes of work and the curriculum followed,
* To undertake the professional duties of the Principal in the event of their absence from the school as required by the governing body.
* To assist the Principal in the management, organisation and running of the school, including assisting in the development and implementation of school aims, objectives, procedures, policies and practices.
* To manage staff, resources and budgets in allocated areas.
* To assist in development of the school improvement plan and take a lead in implementing specific objectives
* To demonstrate good teaching practice and innovate, inspire and motivate other staff.
* To create a culture of achievement and success as an active member of SLT through personal example and leadership
* To help build, communicate and implement a shared vision for the Beacon of Light within and beyond the school context
* To support and challenge at all levels to promote the ethos of the school as a learning community
* To promote teamwork and trust and be a professional role model for all
* To actively promote the development of a positive, safe and nurturing environment where students feel safe, valued and able to learn and develop
* To participate in and where appropriate lead staff training and development and continuous professional development and to assist the Principal in the implementation of robust and rigorous performance management systems
* To develop partnerships with Trustees (Governors), parents, secondary schools, the local community, local authority, Foundation of Light, other agencies and businesses.
* To work effectively with/be aware of and assist integrated processes such as Common Assessment framework and local opportunities which support ECM aims for children, young people and their families.
* To comply with all school policies and procedures
* To ensure school policies relating to specific areas of responsibility are relevant, up to date and clearly understood
* To operate in accordance with health and safety and equality practices and regulations at all times.
* Attend appropriate meetings with relevant parties and stakeholders as directed
* To produce termly reports for areas of responsibility to SLT/Governing Body
* Participate in duty rotas to support behaviour of students on and off site
* Participate in the selection, interviewing and appointment of staff
* Have shared responsibility with other members of SLT for:
	+ Leading assemblies
	+ SLT “on call” cover during holiday periods
	+ Staff support regarding matters of students’ discipline
	+ Attendance at after school events as required

**Specific Responsibilities/Accountabilities:**

This list is not exhaustive and may be subject to change dependent upon requirements of the school.

**Family & Community Liaison**

* Organising and managing regular parent/carer information and progress sessions
* Ensuring the development of close working relationships with parents and carers to promote the education of their child and to ensure the needs of parents /carers are identified and steps are taken to address any issues.
* Engaging hard to reach parents
* Liaising with community organisations and services (Police, Primary Schools, etc.) to develop opportunities for partnership working

**Personal Development, Behaviour & Welfare**

* Taking lead responsibility for the development, implementation and monitoring of the behaviour management strategies for students within the school including supporting students who have been removed from sessions due to behavioural issues.
* Identifying and meet the training needs of colleagues in terms of promoting health relationships and the emotional well-being of students
* Developing strong working partnerships with external professionals and organisations to deliver personalised, bespoke student support packages
* Leading on strategies for addressing issues associated with attendance, absence and persistent absence
* Developing and monitoring a programme of differentiated activities/strategies to support student BESD needs,
* Developing and implementing a system for collating student achievement in the form of a personalised Record of Achievement
* Working with external agencies and services (such as CAMHS, Educational Psychologist, Child & Adolescent Psychiatrist, Family Therapists, Social Workers etc.) to provide bespoke package of support to meet student needs
* Liaising with Business Manager to ensure all KS4 students receive a meaningful and relevant work experience placement
* Working closely with the Principal to oversee student exclusion process in accordance with school exclusion policy
* Develop and oversee school Rewards Programme

**Leading and Managing Staff**

* Line manage lead subject staff for Science & IT

**Referrals, Admissions & Reintegration**

* Working with the Principal to ensure all student referral data from commissioning schools/agencies is collated and shared with relevant staff/agencies
* Supporting the Principal with the student admissions process
* Meeting with students/parents/carers as part of the admission/induction process
* Facilitating the planning and monitoring of individual reintegration programmes for students back into mainstream education where appropriate
* Organising Baseline Testing, maintaining records and informing key staff of results

**Student Progress & Attainment**

* Working with the SLT to develop systems for recording, analysing and reporting student progress and assessment data
* Monitoring the work of school staff to ensure they are familiar with, contribute to, and comply with school assessment, recording and reporting systems
* Developing a 1-2-1 Mentoring Programme to support student progress
* Monitoring the setting and reviewing of student targets
* Ensuring all groups of students make progress, focusing on “closing the gap” between PP and non-PP students
* Coordinating student celebration events
* Developing a programme of Rewards and Incentives

**Safeguarding, Prevent Duty & Child Protection**

* Acting as Deputy Child Protection officer in the absence of the Principal
* Assisting the Designated Person Child Protection (Principal) in developing and implementing policy across the school, including staff awareness and professional development
* Developing an e-Safety culture throughout the school as part of Safeguarding, in line with national best practice recommendations
* Acting as a named point of contact on all e-safety issues and liaising with other members of staff as appropriate
* Promoting Prevent duty awareness and delivering training to equip staff to identify vulnerable children at risk of radicalisation
* Undertaking Channel referrals
* Promoting fundamental British Values within the curriculum to enable students to challenge extremist views

**Student Voice**

* Designing and maintaining systems that support student representation including voting platforms, data bases, e-forms, data collection, and systems to capture student opinion
* Ensuring Student Voice outcomes inform decisions/practice and impact positively on school life

**SENCo**

* Working closely with the Principal and Governing body with regard to matters relating to Special Educational Needs or Disability (SEND)
* Managing school-based provision for students with Providing professional guidance to school staff on matters relating to SEND, co-ordinating/providing in-house training when appropriate
* Coordinating the effective and efficient deployment of student support
* Liaising with and advising colleagues on matters pertaining to SEND
* Maintaining the school’s record of need
* Overseeing Personal Support Plans (PSP) of pupils identified with SEND category
* Managing work with external agencies including the Educational Psychology Service, CAMHS, counsellors
* Monitoring and taking lead responsibility for the administration of medication across the school and the management of students with medical conditions.
* Contribute to EHC Assessment

**Pupil Premium**

* Focusing on “closing the gap” between PP and non-PP students
* Analysing PP student need
* Implementing research evidence (such as the Sutton Trust toolkit4) and evidence from own and others’ experience
* Allocating PP funding (where applicable) into creative strategies that are most likely to have an impact on student achievement
* Reporting PP funding allocation outcomes to Governing Body/commissioning schools

**Enrichment**

* Working with Principal to establish and maintain links with external agencies, providers and community organisations to deliver activities
* Co-ordinating the school’s programme of Enrichment activities
* Developing a costed delivery plan for the Enrichment programme and managing the budget for activities
* Encouraging parents and other family members to support and contribute to the Enrichment programme
* Liaising with the school’s catering providers to establish and manage a breakfast club

**Extra-Curricular**

* Ensuring a varied range of high-quality activities are on offer for all ages
* Implementing effective coordination of school staff to deliver clubs in terms of daily/weekly schedules, as well as matching staff own strengths and interests
* Working with Business Manager to ensure effective recruitment and coordination of external activity providers (where necessary)

**Post-16 Pathways, FE Links & CEIAG**

* Facilitating the planning and monitoring of individual post-16 integration and transition programmes
* Developing and maintaining strong links with FE providers, employers, business partners who can help to boost young people’s attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality
* Supporting student transition from school into long term education/training pathways
* Planning high quality careers provision that takes into account statutory CEIAG and complements student Personal Support Plans
* Inspiring every student through more real-life contacts with the world of work
* Providing access to a range of activities that will inspire students, including employer talks, careers fairs, motivational speakers, post-16 providers, colleges and university visits, coaches and mentors.
* Developing curriculum opportunities for enterprise/entrepreneurial skills

**Citizenship, PSHE, British Values, SEAL & Character Education**

* Leading and managing provision and integration of Citizenship/PSHE/British Values/SEAL/Character Education across the curriculum
* Developing a community-based programme of student Active Citizenship to support community cohesion

**Educational Visits**

* Acting as the Educational Visits Co-ordinator for the school, overseeing and writing risk assessments for each trip and excursion
* Training staff to complete necessary educational visit documentation and developing their understanding of necessary educational visit systems and procedures in accordance with Educational Visits policy and current Government guidelines re Health & Safety
* Leading/accompanying educational visits as required

**Personal Specification**

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| **Training & Qualifications** | **Essential** | **Desirable** | **Method of assessment** |
| Qualified Teacher | 🗸 |  | DfE Check |
| Degree | 🗸 |  | Sight |
| Higher degree |  | 🗸 | Sight |
| Recent participation in range of relevant in-service training |  | 🗸 | Application |

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| **Knowledge & Experience** | **Essential** | **Desirable** | **Method of assessment** |
| Knowledge of social, emotional and mental health issues affecting children and young people and the impact on their ability to learn | 🗸 |  | ApplicationSelection ProcessPre-EmploymentChecks |
| Developing strategies to measure the impact of interventions to promote positive outcomes for young people | 🗸 |  |  |
| Working with and supporting parents | 🗸 |  |  |
| Individual target setting to support students to access the curriculum | 🗸 |  |  |
| Liaison with external agencies and community providers to meet the needs of young people and parents/carers | 🗸 |  |  |
| Approaches to improve attendance and punctuality | 🗸 |  |  |
| Proven experience of effective behaviour management skills and strategies | 🗸 |  |  |
| Working effectively with young people who can display challenging levels of behaviour | 🗸 |  |  |
| Safeguarding and child protection experience | 🗸 |  |  |
| Direct supervision and management of staff including performance management | 🗸 |  |  |
| Knowledge of partner organisations who support children and young people and their families | 🗸 |  |  |
| Understanding of confidentiality, safeguarding responsibilities and conduct required when working with children and young people | 🗸 |  |  |
| Knowledge of assessment methods for personal, social and employability skill development |  | 🗸 |  |
| Working in a school/PRU/alternative education based setting |  | 🗸 |  |
| Currently hold, or be willing to undertake, necessary training to achieve the mandatory National Award for SENCo  |  | 🗸 |  |

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| **Skills & Attributes** | **Essential** | **Desirable** | **Method of assessment** |
| Ability to develop and implement the strategic vision for the school | 🗸 |  | Application formSelection ProcessPre-Employment Checks |
| Leadership and management skills to improve and maintain level of attainment and success | 🗸 |  |
| Excellent classroom practitioner who can lead by example | 🗸 |  |  |
| Highly motivated and enthusiastic with the ability to motivate students and staff | 🗸 |  |  |
| Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews | 🗸 |  |  |
| Ability to manage change and work under pressure of changing circumstances | 🗸 |  |  |
| Ability to analyse and compile reports, documents and statistical information for a wider audience | 🗸 |  |  |
| Excellent organisational skills | 🗸 |  |  |
| Excellent communication skills along with the ability to listen and understand | 🗸 |  |  |
| An exceptional role model with high standards of integrity and approachability | 🗸 |  |  |
| A ‘team player’ | 🗸 |  |  |
| Calm under pressure with a good sense of humour | 🗸 |  |  |
| Flexible, collaborative, resilient and positive | 🗸 |  |  |
| Evidence of a commitment to promoting the health, welfare and safeguarding of children | 🗸 |  |  |
| Ability to empathise with students, colleagues and parents | 🗸 |  |  |
| Ability to reflect and a commitment to develop professionally | 🗸 |  |  |
| Ability to recognise and respond effectively to the particular problems faced by disadvantaged young people with challenging behaviour and their families | 🗸 |  |  |
| A commitment to the values and ethos of the Beacon of Light School | 🗸 |  |  |
| Skills and interests beyond the classroom to support and enrich the school curriculum |  | 🗸 |  |