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Appointment of

Student Support Worker

APT&C Grade 7

193 Term Time Only

£23,606 - £25,397 (ACTUAL)

Dear Applicant

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. Making the decision whether to apply for a new post is always challenging on a number of levels but hopefully this applicant pack provides you with all of the information that supports you in choosing to proceed and make an application. I would also encourage you to look at our website ([www.gshs.org.uk](http://www.gshs.org.uk)) and Twitter feed [@GSHS\_School](https://twitter.com/GSHS_School) which contains information that will give you a flavour of our achievements and ethos but if there is additional information that you need in making your application please feel free to get in touch.

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 personalised 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 when I started to over 1200 today. We are delighted that we will be oversubscribed again next year.

The level of communication with and support from parents is excellent. Attendance at Parents Evenings was over 80% last year – this figure has increased every year for the last five years. Over 500 parents filled in the survey we administer on these evenings and the results were very positive indeed. 97% feel their child is happy here, 98% feel they are both safe and make good progress, 99% feel they are well taught here, 98% feel the school is well led and managed and over 95% would recommend our school to another parent. We are delighted that so many parents are choosing our school and are so positive about it and we believe that this shows a great deal of support from our local community.

Our school has built a reputation as a lively, caring school and an exciting place for students to learn.  In addition, we were delighted with our examination results this summer. Our Progress 8 score was +0.02 and our A level attainment was the best in our school's history putting it amongst the highest achieving of all 6th forms and Colleges North Tyneside. We are also particularly proud to say that over the last three years 99% of our Year 11 leavers have been successful in securing a place in education, employment and training when they have left. The vast majority of students who applied to UCAS secured their first choice University with 23% of students securing places at Russel Group universities such as Oxford, Newcastle and York. As our sixth form is relatively small, we collaborate very successfully with Longbenton High School to ensure that our sixth formers have access to a very wide a range of courses and a meaningful, educational experience. We are particularly proud of the extracurricular provision for students and are keen to continue extending and developing that provision for all age groups.

Our most recent Ofsted inspection was in November 2019 and we are delighted to report that they judged our school to be Good overall, and indeed Good in every single category. We believe that this is a real testament to our students and staff and to how hard we have all worked and how committed we are to providing the best possible educational experience for all of our students. Staff, students, parents, carers and governors all play their part and this report is a reflection of the effort, enthusiasm and determination that they display every day. In the report, Ofsted say that “staff have high expectations for pupils and each other. This is a key ingredient of the school community. During lesson visits, pupils were attentive and respectful. There are strong relationships between teachers and pupils. As a result, pupils have achieved better examination results in a wide range of subjects since the previous inspection”. The care, guidance and support that we provide for our young people was again praised,

with Ofsted saying that “staff are well trained to look after and care for pupils. They understand the school’s safeguarding procedures. They are aware of the need to share any concerns with appropriate

people. They do so in a timely manner. Pupils know there is always somebody to talk to when they need help. Pupils know how to keep themselves safe.”

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 four Ofsted inspections. 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.

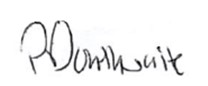
The school is organised into year groups which are split into a number of separate tutor groups. Each year group has a full-time non-teaching Guidance Manager who stays with the year group from Year 7 to Year 11 and so gets to know every student very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. They support the work of the form tutors and deal with difficulties referred to them by the tutors or subject staff, as well as recognising and rewarding all positive aspects of students’ life in school. Each year group is also supported by a teaching Achievement Support Coordinator who acts as a mentor to students of all abilities.  The tutor groups, under the leadership of the Guidance Manager, remain together with the same form tutor through years 7 to 11, meeting for registration periods daily, and in some subjects are taught as a class group in the younger years. A strong sense of coherence and team working is developed over these years. The form tutor has day to day responsibility for our students’ welfare whilst they are in the school and have a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems which may arise.

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 2022 and am truly very excited about the future. I hope you are enthused by the enclosed information and choose to apply.

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.

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 25th May 2023.** We expect to hold interviews on **Wednesday 14th June 2023**. 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.



PETER DOUTHWAITE

Headteacher

STUDENT SUPPORT WORKER

**RESPONSIBLE TO:** Headteacher or designated member of staff

**SALARY:**  APT&C Grade 7 £23,606 - £25,397

**CONTRACT:** 37 hours per week Term Time (193 days)

**MAIN DUTIES OF THE POST**

To work with young people and their families in the community as a member of a multi-disciplinary team to overcome difficulties that are getting in the way of effective learning. Such difficulties for students could include poor attendance, failure to achieve their full potential, behavioural or emotional difficulties, personal crises such as bereavement, family break up, and trouble with police. To establish constructive relationships and communicate with other agencies/professionals to support the achievement and progress of students.

**Key tasks and responsibilities:**

* To plan and lead programmes of work with parents/carers and young people both individually and in small groups
* To liaise regularly with teaching staff, Guidance Managers, team leaders and senior staff in school(s) to identify students in need of support
* To liaise with other agencies involved with a student and his/her family on a regular basis
* To a manage an appropriate caseload in consultation with senior staff
* To undertake a range of activities with students and carers aimed at enabling them to function more successfully and independently
* To engage actively in developing positive intervention, therapeutic and protection services
* To ensure that the service provided is responsive and flexible to the needs of the student and his/her family
* To offer help which respects the student’s and family’s way of life, religion, culture and ethnicity
* To complete weekly reports giving details of work sessions/interventions
* To complete any statutory forms/paperwork as required
* To maintain and update case files
* To report any concerns which may compromise the safety and welfare of a student
* To ensure the welfare of students and their families is being promoted and safeguarded
* To consult and involve students in all assessments, support and care plans and service developments
* To participate actively in regular training and development activities
* To contribute to the evaluation and future development of support for students
* 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 be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
* To contribute to the overall ethos/work/aims of the school.
* To attend and participate in regular team meetings
* To undertake planned supervision of students in out of school hours learning activities where appropriate
* To participate fully in the schools performance management arrangements.
* To undertake any other relevant duties commensurate with the grading of the post.

**PERSON SPECIFICATION**

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| **ESSENTIAL** | **DESIRABLE** |
| **Qualifications**   * Very good numeracy/literacy skills * GCSE (A-C or equivalent) in English and Maths * NVQ Level 3 or above in relevant discipline * Evidence of proactive approach to professional development |  |
| **Experience of**   * Working with children of relevant age and their families * Dealing with challenging behavior * Identifying potential barriers to learning and developing strategies to overcome them | * Experience of dealing with complex situations involving young people, families and staff * Experience of working in an educational setting * Some experience of counselling |
| **Interpersonal Skills/Qualities**     * Ability to use ICT effectively * Excellent communication and negotiation skills * Ability to write clear, comprehensive reports * Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation * Ability to make independent judgements and exercise initiative within agreed limits * Ability to support people in distress * Ability to prioritise workloads and cope with significant levels of stress with good humour * Ability to develop respectful relationships with children and their families * Able to work constructively as part of an interdisciplinary team as well as independently |  |
| * **A full clean driving license is necessary for this post** |  |