



Year Achievement Leader for Year 11

37.5 hours per week
(36.4 weeks per annum)

£21,479 - £26,728 FTE pro rata
(actual £17,221 - £21,429)
dependent on experience

Application Pack

CEO welcome

Dear Applicant

Can I take this opportunity to thank you for the interest you have shown in our vacancy for the post of Year Achievement Leader for Year 11.

The Seckford Education Trust is a developing and forward thinking Multi Academy Trust. We are an ambitious community and recognise the impact of exceptional staff on the development of our positive and engaged team.

We have an exciting opportunity for a suitably experienced and qualified individual to join our School. Appropriate career development opportunities will be provided by the Trust. We are committed to achieving outstanding teaching and learning across all departments and are looking for practitioners to continuously engage in, and contribute to, their own and colleagues' professional development to the highest level. Our staff are extremely hard working, passionate and focused on ensuring that no child is left behind and all children succeed.



In this pack you will find the Job Description, Person Specification and Application Form. You will also find information about The Seckford Education Trust.

In addition you can access further information on the Trust website www.seckfordeducation.org.uk/vacancies

If you wish to discuss the post please contact the HR Department on 01394 615167.

The closing date for applications is 09.00am Wednesday 19 May 2022.

Please submit your application to hr@seckford-foundation.org.uk.

As CEO of the Trust I believe that this is an exciting time to be joining our Trust and I very much hope that after reading the attached information, exploring our websites you will be motivated to submit an application. If that's the case I look forward to receiving your application and once again many thanks for your interest in this post.

Mark Barrow
Chief Executive Officer



Trust Vision and Values

Our Vision

Inspiring, enabling and celebrating each and every young person's personal best.

Our Mission

To create an outstanding learning community for all.

Our Values

Integrity – We will always display honesty, trust, thoughtfulness and an unrelenting respect in all that we do.

Striving for Excellence – We will always respond to the emerging needs of our students, pupils and colleagues by seeking feedback on our personal performance and by taking ourselves out of our comfort zone.

Collaboration – We will work to break down silos and to ensure that all colleagues and all students benefit from new initiatives.

Determination – We will never knowingly allow ourselves or others to opt out in our drive to do the very best for our students and colleagues.

Empowering – We will always look to build confidence and strength in others by affording them the autonomy and independence they need in order to step up and to make decisions.

Our Strategic Objectives

Delivering consistent quality of education

Building resilience, capacity and sustainability

Our Ethos

The ethos of all Schools in the Seckford Education Trust is founded on the '6Cs to Success'.

The 6Cs are co-operation, commitment, community, confidence, challenge and celebration. These form the expectations we have of all our students in all that they do.

Find out more about the 6Cs here www.seckfordeducation.org.uk/why-we-are-different/our-ethos/

The Seckford Way

- We believe in each and every young person
- We believe that by putting the needs of our staff first, our students will be successful
- We believe that every decision we take should be in line with our values and for the benefit of our students
- We believe that you cannot just wish professionals and students to be better – you have to create the conditions for them to grow
- We believe that every child deserves a Champion and that we can break down barriers to learning
- We believe that we all have a professional obligation to improve as teachers
- We believe in a culture of the possible; where we can all make progress beyond what anyone, including ourselves, could have imagined
- We believe that great teaching is that which improves students' life changes and progress
- We believe that an evidence-informed approach to curriculum design and teaching and learning helps us to identify what works best in the classroom
- We believe that feedback should be timely and respond to the needs of the individual students so that they can actively engage with the feedback
- We believe in working in partnership with all stakeholders
- We believe in community
- We believe in a truly all round education.



Head of School welcome

Here at SET Saxmundham School we believe in each and every child.

We are an ambitious and yet small and caring school with big opportunities in mind for those who join us.

Our motto is 'inspiring, enabling and celebrating each and every young person'. Striving for excellence underpins everything we do and we aim to give our students an appetite for excellence in all that they do, equipping them with a set of lifelong skills which will enable them to succeed. We want our students to enjoy their school life, and be inspired to be inquisitive in their lessons whilst providing each of them with an academic challenge that enables them to realise their potential. We offer a curriculum that enables them to flourish academically and lays foundations for successful progression into post- 16 education, training or employment.



We strive to teach them that learning yields a multitude of rewards if it is approached with rigour and enthusiasm. This is cultivated by an approach to learning that is student-centred and set in a stimulating environment. As important as academic success is, our aim is to develop the whole person through a range of clubs and activities which enrich the daily experiences of our students. Added to this is our commitment to build a supportive community that encourages a sense of social responsibility and develops within them a desire to become global citizens. Full details on our curriculum and our enrichment activities are available on our website.

At the heart of our success will be a strong and positive partnership between parents/carers, students, teachers and wider friends of the school. Our '6Cs to Success' underpin how we expect every member of our School community to approach learning and behaviour. To facilitate excellent communication we encourage open dialogue between home and School. To read more about our vision and ethos, please visit: www.seckfordeducation.org.uk/why-we-are-different/vision/.

I hope this provides you with some insight into the life of our School and the founding Trust-wide principles from which we work; yet it cannot truly reflect all that we have to offer. If you like what you read do come and visit us. We look forward to offering you a warm welcome. In the meantime, I thank you for your interest in our School and I look forward to receiving your application.

Lizzie Girling
Head of School



The Role

Year Achievement Leader for Year 11

Accountable to: Head of School

Job Purpose

Play a major role in ensuring overall responsibility for the pastoral care and academic progress of a cohort of students within the school

Monitoring

- To ensure records on MIS relating to students' behaviour/sanctions/reward/strategies are kept, used and updated regularly
- Monitor attendance, punctuality, behaviour and uniform including jewellery
- Ensure Tutors are following the agreed Tutorial programme on a daily basis including promoting and checking students are meeting our key expectations and upholding our core values; Ready, Respectful and Safe.
- Monitor Post 16 enrolment of year 11 students
- To monitor the school's conduct, racist incident and bullying logs, intervening where appropriate
- To monitor students' lateness, and in-school attendance
- To be involved in Families First meetings, completing forms as required

Supporting Students

- To respond to individual students' needs by implementing a range of strategies
- Promote good behaviour and a positive ethos within the Year Group and, when necessary use the school's behaviour policy to that end.
- Encouraging good relationships and effective dialogue between parents and school staff about children's academic progress;
- Implement and embed protocols for in year transfers to SET Saxmundham;
- To contribute to Pastoral Support Plans for individual students and to the disciplinary hearings of students who are permanently excluded;
- To collate and provide work for excluded students;
- To celebrate student success in and outside of school.

Liaison

- To liaise with Post 16 settings to support transition of year 11 students schools
- Work with parents and carers in a problem-solving capacity to develop and implement an action plan to support students in raising their academic performance;
- To arrange meetings with parents and attend as appropriate
- To liaise with outside agencies as necessary e.g. ,, Counsellors, Educational Psychologist, CAMHS,
- To liaise with the SENCO and Student Support Team as appropriate

- To gather feedback and ideas from students and parents that helps to improve procedures and practice
- Participate in any meetings e.g. CAF, multi-agency, case conference as appropriate to share the school's views;
- To meet regularly with the relevant Senior Leader to discuss student issues and plan interventions
- To provide parents with prompt and timely information so students are successful.

Student Progress

- Identification and recognition of good progress; to share student targets and work towards their achievement
- Monitor the academic progress of individual students
- To analyse performance data and take appropriate action as a response
- Identification, tracking and intervention where necessary on the progress of vulnerable groups, specifically SEND; PP; CIC and EAL

Leadership and Management

- Model and support our core values and expectations of Seckford Education Trust vision and values and Ready, respectful and Safe
- To update relevant staff of achievement, progress and welfare concerns when necessary
- Work with the Senior Leader - Inclusion to ensure students follow a suitable pathway that addresses their specific needs. To contribute towards students personalised support plans such as PSPs or IEPs;
- Effective management and monitoring of the welfare of students, including rewards, sanctions, uniform, punctuality and attendance through the team of Tutors.
- Attendance at appropriate meetings and evenings that promote the aims of the school for example Parent/Carer evenings.
- To contribute to and support the Year assembly programme
- Leading Tutor Team meetings on a fortnightly basis including leading Tutors on the appropriate use of Tutor time
- To monitor, assess and develop the role of the Tutor
- To take an ADSL / DSL role in the Safeguarding Team
- Organise the scheduled year group Parent's Evenings, including monitoring of attendance and collection of parent feedback and follow up of absentees
- Support for students who are Persistent Absentees within the year groups including action-planning meetings with parents and students
- Respond speedily to parental communication (no longer than 24 hours) and be available for effective home-school liaison
- Up to 1 lesson of cover a day if required for lessons in the respective year groups (either KS3 or KS4)

Innovation

- To devise, develop and evaluate monitoring systems

- To devise, develop and evaluate strategies that enhance student well-being and progress
- To devise, develop and evaluate strategies that enhance student well-being and progress
- To represent Year 11 students successes in weekly and termly bulletin

Strategic Development

- In addition to the duties above, the post holder will take responsibility for an additional whole-school strategic responsibility that will support student outcomes or well-being. The focus of this additional responsibility will be at the discretion of the Line Manager and may be subject to change over time.

General Responsibilities

Health and safety

You have a legal duty to take reasonable care of your own health and safety and that of others and you are expected to be familiar with, and adhere to Seckford Education Trust's Health and Safety Policy.

Child Protection/vulnerable adults statement

Seckford Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. You will be expected to support this approach in the context of your role and to adhere to and ensure compliance with the Trust's Child Protection Policy Statement at all times. If in the course of carrying out your duties, you become aware of any actual or potential risks to the safety or welfare of children in the school you must report any concerns to the appropriate Safeguarding Lead or to the Head of School.

Brand values

Ensure your work, communication and approach conforms to the brand values and house style of the Trust and the wider Seckford Foundation.

Keep up to date, and comply with the Trust's Rules, Policies and Procedures at all times, as detailed on the School Intranet.



Person Specification

Qualifications and Experience

Essential

- Educated to GCSE level (min 5 at Grade C in English & Maths);
- Good numeracy/literacy;

Desirable

- A level qualification or equivalent;
- Relevant professional qualification or other accreditation.

Skills and Attributes

Essential

- Excellent communication skills to influence, persuade and motivate a wide range of young people and their families;
- Excellent interpersonal skills to proactively form and maintain positive working relationships;
- Ability to empathise, using diplomacy and sensitivity in handling a wide range of situations;
- Ability to make a proactive contribution to the work of the team in supporting students and encourage them to take responsibility for their learning and behaviour;
- Ability to work independently; carry out duties with limited direction and supervision;
- Willing and able to judge when to escalate issues;
- Ability to write detailed reports, keep notes and draft letters;
- Accuracy and attention to detail;
- Excellent organisational skills; prioritise, manage own workload and work to deadlines;



Desirable

- Experience of working in a student welfare/pastoral role;
- Experience of providing planning and delivering group and individual support sessions;
- Experience and understanding of how to overcome potential barriers to learning and attending school.

Personal Qualities

- Team player;
- Warm and empathetic;
- Diplomatic and discreet;
- Confident, resilient, calm under pressure;
- High standards of honesty and integrity;
- Flexible, pragmatic and adaptable;
- Proactive; able to use initiative;
- Resourceful and self-sufficient.

Safeguarding

- Evidence of a commitment to promoting the health, welfare and safeguarding of children.

All employees are expected to evidence a commitment to promoting the health, welfare and safeguarding of children.

Information for Candidates

Applications will only be accepted from candidates completing the application form in full. CVs will not be accepted in substitution for completed application forms in the absence of good reason, although you may refer to the CV in the relevant section of the application form.

Interviews will be offered to those applicants who best demonstrate how:

- Skills, abilities and experience match the person specification for the job description, and;
- You evidence your commitment to the needs of the role and the Trust.

Any questions?

If you would like an informal discussion about any aspect of the role, or if you would like to arrange a visit please contact the HR Department on 01394 615167.

Applying

If you decide to apply for the position please return your completed application form (which can be found at www.seckfordeducation.org.uk/vacancies) and a formal letter of application by:

Email (preferable): hr@seckford-foundation.org.uk

Post: HR Department, Seckford Education Trust, Marryott House,
Burkitt Road, Woodbridge, Suffolk IP12 4JJ

All appointments are subject to the usual pre-employment checks to meet vetting and barring requirements. For more information about the application and vetting process please refer to the Explanatory Notes provided on the website.

