



Hawley Hall High School

Recruitment Pack



HAWKLEY HALL HIGH SCHOOL

CARR LANE

WIGAN

WN3 5NY

Tel 01942 204640

May 2018

Dear Colleague,

Post: Attendance and Behaviour Mentor

Thank you for your interest in this post. To help you decide if the job would suit you please read through the recruitment pack, which we hope will give you a flavour of what the school is about and of what we expect from the successful candidate.

Hawley Hall is a school with a very positive outlook and a 'can-do' approach amongst staff and students. A strong learning culture is evident because there is an acknowledgement that we are all learners and we can all improve.

The school buildings are very modern and attractive and the site as a whole forms a very pleasant working environment. The school is a happy community with a calm and caring atmosphere. Our discipline policy is based on mutual respect between all members of the community, and the fundamental principle that teachers have the right to teach and students have the right to learn.

If, after having read the enclosed information, you decide that you wish to apply to become a member of our thriving and successful community, please complete an application form, attach a cv and submit an accompanying letter of no more than two sides of A4, then return them to school by 12 noon on Friday 8th June 2018.

If you wish to have an informal discussion about the post before applying please feel free to contact our Business Manager, Judith Perry, at school.

I look forward to receiving your application.

Yours sincerely,

Mr Philip Rimmer
Headteacher

Encs



**HAWKLEY HALL HIGH SCHOOL
CARR LANE
WIGAN WN3 5NY**

“An outstanding school providing an excellent quality of education and care for its students”. (Ofsted)

GENERAL INFORMATION

Number on roll	:	1022 (rising to 1150 by 2021)
Age Range	:	11 – 16
Teaching Staff	:	70
Support Staff	:	87

Hawley Hall is a high performing, heavily oversubscribed, mixed comprehensive school. Our school has a strong reputation in the region and its success has been recognised in a number of ways in recent years.

In recognition of its outstanding practice, Hawley Hall was made a National Support School in spring 2010. In order to widen our influence, Hawley chose to convert to Academy status on 1st May 2012 with the potential to sponsor under performing schools. Hawley Hall is therefore the lead school of our multi-academy trust called The Rowan Learning Trust. In June 2017, Hawley Hall High School was awarded Teaching School status.

We see successful education as a partnership between parents, students and ourselves. Links with parents are of paramount importance, with regular and frequent contact via parents' evenings, reports, newsletters and the school planner contributing to a continuing dialogue about the education we provide for our children.

The school is situated in the south western part of Wigan, close to the M6 motorway, in an area of substantial private development. A wild fowl nature reserve borders the school grounds providing an open attractive outlook to the site.

ACCOMMODATION

The original buildings of the school were built in 1980 for what was then the Hawley Hall Middle School. Since 1986 there has been extensive building, re-modelling and refurbishment programmes on the site to complete the modern and attractive accommodation which is now Hawley Hall High School. Investment is made annually on refurbishment to keep the fabric at an excellent standard. In September 2017 we opened our newly built Maths block (including ten additional classrooms), three brand new dedicated ICT suites, two additional science labs and two state of the art Food Technology rooms.

ICT

The ratio of students to computers is better than 2:1 including an extensive wireless and mobile solution. Every classroom is equipped with an interactive whiteboard and a Virtual Learning Environment allows access at home.

CURRICULUM

Students in KS3 are taught in either mixed ability forms or sets depending upon subject.

In Years 10 and 11 students follow a core of subjects: English (16%), Mathematics (16%), Science (20%), Physical Education (4%), Religious Education (8%) and choose 3 option subjects. The time allocation is based on 25 one-hour lessons per week.

Special Educational Needs provision is delivered through a combination of in-class support systems and withdrawal. We have 13 resourced places for children on the autistic spectrum.

In 2016 the schools progress 8 measure was +0.22 with a basics measure of 72%. In 2017, students achieved a basics measure of 72% and an attainment 8 of 49.4 with progress 8 of 5.39.

PASTORAL CARE

Pastoral Care is the responsibility of every teacher in school but is formalised on a year basis. Each student comes under the direct care of a form teacher who registers the form daily and looks after the day-to-day routines. Heads of Year (Y6/7, Y8, Y9, Y10, and Y11) with an assistant and attached staff, co-ordinate the pastoral care within the year groups. The form teachers stay with the same year groups as they move through the school.

Our code of conduct and behaviour follows what we refer to as the 'Hawkley Way' – an expected way of doing things based upon mutual respect.

STAFF

There are 70 teachers on the staff, teaching across the full range of age and ability. The teaching staff are supported by 87 professional and very competent support staff. We work as a unified team to support and enhance the learning experiences of our students. At the time of writing this document 98% of teaching is rated as good or better under Ofsted criteria, and 65% outstanding.

TRAINING

We invest heavily in our own staff training and development but we are also a major training provider for staff from other educational establishments. We even have our own, purpose built, high quality training suite.

INSPECTION

There is a link to our outstanding Ofsted report on our website www.hhhs.net.





HAWKLEY HALL HIGH SCHOOL

GENERAL INFORMATION

Post Title	Behaviour and Attendance Mentor
Job Purpose	To increase our capacity to 'know' our students. To support, motivate and intervene students to overcome barriers to learning.
Hours	Term time plus one week 30 hours per week
Responsible to	Executive Head if Inclusion/Assistant Headteacher - Pastoral

The Attendance and Behaviour Mentor works as part of our Inclusion faculty. Hawley's Inclusion Faculty provides support to students with a wide range of diverse learning needs. The principal aim is to ensure efficient, effective support allowing students to reach their full potential across the curriculum._

The Inclusion Faculty consists of a team of professional and dedicated staff that provide continuous support, as required, to meet the individual needs of each student, through a range of approaches including in class support, small group intervention programmes and specific targeted one to one sessions. All of the programmes are designed to develop socially and emotionally, whilst building student self-esteem, confidence and resilience. The Inclusion faculty have strong links with a range of external support agencies, which provide advice and guidance, which can be used to further enhance the students' learning experience.

Principal Duties

- Monitoring student attendance, punctuality and behaviour.
- Liaising and working with the Education Welfare Consultant.
- Liaise effectively with staff regarding emotional/well-being issues which may impact on learning.
- Ensuring effective communication between all staff regarding identified students and between school and home.
- Support the internal exclusion process
- Communicating daily with staff regarding concerns relating to students.
- Production of termly attendance reports to illustrate attendance by year, form, gender and other appropriate sub-groups with year on year trend comparisons.
- To lead appropriate internal early help meetings.

Additional Tasks

- To support students and parents by providing home visits to accompany students into school.
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures in the school's safeguarding policy.
- To participate in continuing professional development.
- To be aware of and comply with all school policies and procedures.
- To appreciate and support the role of other professionals.
- To be a designated 'First Aider'



Person Specification

This post is subject to enhanced disclosure safer recruitment procedures.

Essential Criteria	Evidence
Evidence of formal qualifications in 5 or more subjects, including English and Maths at Grade C (or equivalent)	A/C
An understanding of how children learn and of strategies to motivate children who are disaffected or who are experiencing barriers to learning.	A/I
Knowledge of underlying causes of behaviour and attendance issues	A/I
Knowledge and understanding of child protection legislation.	A/I
An understanding of the principles of inclusion and a demonstrable commitment to inclusive education for all.	A/I
Significant and successful experience or working with children in a school setting, including working with individuals and groups to support learning in and out of the classroom.	A/I/R
Ability to communicate the highest expectations to all, particularly students whose behaviour may be challenging and those at risk.	A/I
Excellent communication skills, both oral and written, with the ability to adapt effectively for different audiences and different situations	I/R
Ability to work under pressure and to meet deadlines.	I/R
Ability to maintain confidentiality.	I/R
Ability to listen, empathise and be a sensitive mediator and advocate on behalf of mentored students.	I
Motivated to work with children & young people.	A/I/R
Must be able to drive and have own transport	A/I
Ability to form & monitor appropriate relationship & personal boundaries with children & young people.	I/R

DESIRABLE CRITERIA	EVIDENCE
Good knowledge of the roles of the various outside agencies available to provide support to the school	I
Experience of working with colleagues to set up short term goals for individual students and of supporting the students in achieving these.	I
Experience of working with other adults in a team situation.	I
Experience of working with professionals from a variety of outside agencies.	I
Ability to work well as a member of a team and to gain the confidence of teachers, parents and carers and other professionals.	I/R
The ability to build very effective relationships with students, to motivate disaffected learners and to improve self-esteem	I/R

(A=application, O=observation, I=interview, R=reference, C=certificate)



HAWKLEY HALL HIGH SCHOOL

JOB DESCRIPTION

1. INTRODUCTION

1.1 NAME OF POSTHOLDER:

1.2 **JOB TITLE:** Attendance & Behaviour Mentor

1.3 **JOB PURPOSE:** To increase our capacity to 'know' all our students

To help support, motivate and intervene as appropriate

The Attendance & Behaviour Mentor will work with students, parents, staff and outside agencies to ensure that the school fully supports students who need help to overcome barriers to learning and improve their attendance, punctuality and behaviour.

1.4 **Line Management:** Executive Head of Inclusion/Assistant Headteacher - Pastoral

1.5 **Liaising With:** Headteacher, senior leadership team, relevant teaching and support staff, relevant external agencies and parents.

1.6 **Salary Scale:** Grade 4

1.7 **Working Time:** 30 hours per week term time plus one week

CRB Disclosure Enhanced Level:

Dated

May 2018

Attendance & Behaviour Mentor

Principle Accountabilities

- Monitoring student attendance, punctuality and behaviour.
- Liaising and working with the Education Welfare Consultant.
- Liaise effectively with staff regarding emotional/well-being issues which may impact on learning.
- Ensuring effective communication between all staff regarding identified students and between school and home.
- Support the internal exclusion process
- Communicating daily with staff regarding concerns relating to students.
- Production of termly attendance reports to illustrate attendance by year, form, gender and other appropriate sub-groups with year on year trend comparisons.
- To lead appropriate internal early help meetings.

Working with students, parents and carers

- To use student attendance tracking data to inform the setting of individual student attendance and punctuality targets
- To develop effective 1:1 relationships with students in order to monitor progress towards agreed attendance and punctuality goals.
- Apply appropriate intervention strategies with individuals and/or groups of students to address issues underpinning poor attendance or punctuality.
- Hold daily 'drop-in' sessions for students.
- To initiate and maintain contact with families and carers to ensure a positive relationship with school and develop family support for the students.
- Will conduct home visits as and when required.

Working with outside agencies

- To be a point of contact between various agencies where a multiple agency approach is required for a targeted student when attendance is the core issue e.g. Education Welfare Consultant and Gateway, so that the needs of the student are met in a focused and integrated way.
- To have excellent knowledge of the range of external activities, courses, organisations and individuals that could be drawn upon to provide extra support for students.

Other duties

- To undertake other duties consistent with the scope of the post and within the competence of the post holder as required.
- To support students and parents by providing home visits to accompany students into school.
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures in the school's safeguarding policy.

General Statements

- Required to carry out all reasonable duties and responsibilities of the post in accordance with the schools policies and procedures.
- Enactment of Health and Safety requirements and initiatives as appropriate.
- Undergo and meet school conditions for a satisfactory enhanced CRB check.
- Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.
- Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.
- Treating all information acquired through your employment, both formally and informally, in strict confidence
- To demonstrate a commitment to good customer care.

- To contribute as an effective and collaborative member of the School Team
- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Contributing in meetings and being a supportive member of the school team.

Support for the School

- 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
- 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 school
- 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 as may be reasonably directed
- Participate in training and other learning activities as may be reasonably directed
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as may be reasonably directed
- Undertake planned supervision of students out of school hours, for example, learning activities
- Supervise students on visits, trips and out of school activities as may be reasonably directed
- Supervise whole classes in the short-term absence of a teacher.
- Be a designated first aider.

SIGNATURES

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 at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed
(Support Staff)

Signed
(Headteacher)

Dated
(Support Staff)

Dated
(Headteacher)