



George Stephenson
High School

Stephenson Centre Manager

APT & C Grade 8

£27,186-£30,296

193 days

Dear Applicant

Thank you for taking an interest in this position at our school. The information provided is intended to help you decide if we are a school you would like to join. I would also encourage you to look at our website (www.gshs.org.uk) which contains information that will give you a flavour of our achievements and ethos.

George Stephenson High School is an 11-18 Trust School of 1204 students, 111 of whom are in the Sixth Form. We also have 36 guest pupils in the Sixth Form from our collaborative partner school. We have 134 staff, 80 of whom are teachers, 54 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

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 personalized 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 level of communication with and support from parents is excellent. We have a regular and well-attended Parents Forum, and a wide range of evening Parental Engagement events are held. 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 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.”**

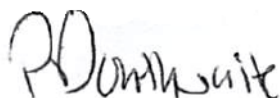
They said lots of positive things about the relationships in our school, saying that good relationships and mutual respect exist between students and staff and that our young people are keen to learn and behave well. They also said that the behaviour of students is good, that they manage their conduct 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.

This is a demanding post, but one which will give the right candidate an opportunity to maintain and develop a learning environment as 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. George Stephenson High School is a great place to work, with fantastic staff and talented students. I hope you are enthused by the enclosed information and choose to apply.

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Angela Cowen (Headteacher's PA) by 8am on Thursday 15th February 2024. We expect to hold interviews on Tuesday 27th February 2024. Invited candidates are to note that the interview day may be a full day. If you have heard nothing by this date you must assume that your application has been unsuccessful.

Yours sincerely



PETER DOUTHWAITE

Headteacher

Job Description: Stephenson Centre Manager

APT&C: Grade 8

J. E Code: AG6

Responsible for: Teaching Assistant/Other

Responsible to: Deputy (Pastoral)

Job Description

The postholder will be required to manage the centre and will have responsibility for the environment and the curriculum offered within it. They will strive for excellence in all they do and be committed to providing first class provision for all our students. The Stephenson Centre Manager will work directly with pupils, providing one to one or group support to those who demonstrate difficulties in managing their behaviour. This will include planned sessions as well as responding to situations as they arise.

The successful candidate will liaise effectively with the whole school community, parents/carers, representatives from the LA and other appropriate services to promote positive behaviour amongst all pupils.

The successful candidate must have:

- Excellent communication skills
- An ability to work under pressure and deal with conflicting demands
- Excellent interpersonal skills and the ability to liaise with colleagues, pupils, and parents/carers
- Effective behaviour management skills and experience of using restorative approaches
- A commitment to inclusion
- An ability to develop positive relationships with disaffected pupils
- An ability to relate to and empathise with pupils
- An ability to exercise authority appropriately
- Knowledge of relevant educational legislation
- An ability to demonstrate common sense, respond in a pragmatic way, make decisions and deal with problems as they arise
- A professional, non-judgemental and tactful approach

Main Duties

- To coordinate and deliver interventions to support students in a range of contexts. This will include students who are struggling to attend school regularly due to anxiety and other SEMH related issues.
- Work directly with pupils with challenging behaviour including one to one, small group, in class support as well as in the Stephenson Centre. This will include planned provision as well as responding to situations that might arise on a day-to-day basis.
- To manage the day-to-day operation of the Stephenson Centre, and maintain appropriate standards of behaviour within the centre, in accordance with school policy, to ensure a safe, orderly and purposeful learning environment.
- Review or draw up an action plan for each pupil who needs individual support.
- Act as an advocate of the school's behaviour policies and practices at all times, maintaining a positive and well-managed learning environment.
- Liaise with staff to ensure appropriate and sufficient work is available for each student and that completed work is conveyed to the relevant staff where appropriate.
- Liaise, advise and update all relevant staff, including Guidance Managers, Achievement Support Co-ordinators and Teaching Assistants who work directly with pupils with challenging behaviour.
- Maximise resources and strategies to ensure that students behavioural and emotional needs are being met and they are able to engage in learning effectively.
- Maintain accurate records and update SIMS / CPOMs with accurate information regarding internal exclusions.
- Implement and promote the school's policies and procedures with regards to learning and behaviour.
- Lead and share the promotion of strategies to encourage positive attitudes and manage difficult behaviour.
- Identify and work with appropriate agencies to support pupils with challenging behaviour and other needs.
- Identify and collaborate with training providers who offer appropriate opportunities for pupils who have challenging behaviour and/or are disaffected.
- Work collaboratively with colleagues to support rewards and sanctions in line with relevant school policies.
- Provide coaching/mentor support to pupils.
- Weekly analysis of data, identifying trends and repeat offenders and communicate findings with line manager (Deputy).
- Provide detailed half termly statistical reports and analysis on internal exclusion referrals, individual pupils and general progress for Senior Leaders and Guidance Managers.

Personnel

- Oversee arrangements for the induction of all new staff within areas of responsibility.
- Be responsible for identifying training needs and the ongoing professional development for all staff within areas of responsibility.
- Be responsible for the appraisal arrangements for all staff within areas of responsibility.
- Oversee the effective deployment of all staff within areas of responsibility.
- Play an active role in the recruitment of staff in accordance with the school's procedures.

General:

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an **Enhanced disclosure from the Disclosure & Barring Service**.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

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.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Job Holder _____ Date_____

Line Manager _____ Date_____

Headteacher _____ Date_____

Person Specification – Stephenson Centre Manager

Area	Require Assessment - E = Essential - D= Desirable Assessment by Application =A Interview process = I	R	A
<p>Skills</p> <p>Knowledge</p> <p>Aptitudes</p>	<ul style="list-style-type: none"> • An understanding of the education system • Knowledge of relevant education legislation and of the Children Act • Knowledge of child protection issues • An understanding of partner agencies referral procedures and constraints • Excellent written and verbal communication skills • Ability to work in a demanding environment and meet deadlines • Ability to exercise authority appropriately • Ability to write and present reports • Ability to foster positive links between home and school • Ability to communicate a vision and turn it into reality • Ability to influence, motivate and inspire colleagues • An understanding of the principles and philosophy of good behaviour management. • An understanding of the principles and strategies involved in effective behaviour management • Knowledge of potential barriers to learning and how to ensure progress for children with behavioural and emotional needs. • Good understanding of conflict resolution • Understand how data can be used to track behaviour and be used to improve outcomes. • Able to identify triggers for poor behaviours and barriers to learning. • Emotionally intelligent 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A I</p>
<p>Qualifications and Training</p>	<ul style="list-style-type: none"> • Minimum of 5 grade C GCSE level or equivalent, including English and Maths • Level 3 NVQ or substantial experience relevant to the role • Evidence of behaviour management training / CPD. • QTS 	<p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>A</p>
<p>Experience</p>	<ul style="list-style-type: none"> • Previous experience of working successfully with pupils with challenging behaviours • Relevant experience of running successful individual and small group behaviour focused sessions • Proven track record of working with secondary aged students in an educational / pastoral setting • Experience of creating individual learning and/or behaviour plans for pupils 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A I</p>
<p>Disposition</p>	<ul style="list-style-type: none"> • Excellent interpersonal and oral communication • High level of patience and sensitivity • Positive attitude and enthusiasm for the job • Commitment to the aims and ethos of the School • Demonstrate tact and diplomacy in all interpersonal relationships with the pupils, their families and colleagues at work. • Demonstrate resilience and the ability to work calmly under pressure 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A I</p>