



Henlow Church of England Academy
Application Pack

Student & Family Support Worker

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Welcome

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Student & Family Support Worker** at Henlow Church of England Academy. We are very excited about the appointment, convinced that it offers the right person a wonderful opportunity.

Our agreed pupil admission numbers (PAN) is 150 per year group, Years 7 to 11, but due to the changing climate from middle to secondary there are some year groups which are larger and some are smaller at present. Our expectation is that Henlow Academy will stabilise as a five form entry school over the coming years. We have strong links with our feeder schools of Clifton All Saints, Derwent, Langford, Meppershall and Raynsford and currently house Year 5 and 6 from Meppershall on our school site. Each year students also join us from a wider range of schools including children of military personnel and families wishing to continue their links with the church. Our vibrant sense of community and 'Henlow Values' really come alive on a daily basis.

Our staff comprises of 41 teachers and 62 support staff. The Senior Management Team is substantively the Headteacher, two Deputy Headteachers, two Assistant Headteachers, the SENDCo, the Operations Manager and the Chief Financial Officer.

The school's commitment to learning extends to staff as well as students: there is a well-developed structure for ECTs and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop innovative approaches to learning with an increasing focus on collaborative learning.

Our school changed phase from middle to secondary in September 2021. Our first Year 11 cohort will complete their Key Stage 4 journey in the summer of 2024. To accommodate the change of age range, an extensive building project has been completed. Some highlights include a large MUGA, 5 new science laboratories, a large auditorium, graphics room, textiles room, a new food technology room and computer suite. Much of the school has been altered and refurbished to provide a full GCSE curriculum.

The successful candidate should be a hardworking, energetic and a motivated individual who is willing to take on new challenges, embrace change and is keen to join our team of committed professionals.

The application form is available on our website www.henlowacademy.co.uk or from Mrs Janice Marshall who can be contacted via the school office, 01462 813733 or on email: jmarshall@henlowacademy.org.uk

The closing date for applications is **Wednesday 1st May** with interviews taking place the **week commencing 6th May**.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email Mrs Marshall at the above address.

We appreciate the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



Caren Earp



The school operates safer recruitment practices and the successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure & Barring Service (DBS).

About Henlow Church of England Academy

Henlow Church of England Academy opened as a middle school (Years 5 - 8) in 1976 and established itself as a popular choice for pupils in the 3 tier offer in Central Bedfordshire. As the area now moves towards a primary/secondary model, Henlow is at the forefront of this change as a thriving secondary school (Years 7 - 11). The journey has been an incredible one for our community and I am proud to welcome you to join us as we take our next steps.

The surrounding countryside has always been a wonderful feature of our setting but the buildings themselves have been transformed in recent years. As a secondary school we now have superb facilities and offer a curriculum full of possibilities designed to develop the interests of our young people. As they progress throughout the school, they begin selecting which areas they wish to pursue further in Years 7 and 8. They have an increased choice alongside a community option in Year 9 and ultimately those subjects they wish to focus on in Key Stage 4. Our commitment in our curriculum and staffing matches the investment in our new buildings. In addition, our secondary Heads of Department have considerable experience at teaching GCSE.

As a community our ambition is driven by our ethos and Christian vision - every young person deserves to enjoy their learning by receiving the right blend of nurture and challenge ('I have come that they may have life, and have it to the full.' John 10:10). A genuine warmth and sense of community defines our approach and underpins all aspects of Henlow life. As teenagers make important decisions about the person that they ultimately want to become, we build positive relationships with them and ensure that they are supported to be the fully rounded person they hope to be.

In 2021 Henlow Academy became the founding member of Poppy Hill Multi Academy Trust which now includes Meppershall Academy. We enjoy strong links with our feeder schools which are now primaries, the Diocese of St Albans and a wide number of community and charity organisations.

Ofsted

We were one of the first schools in the country to be judged according to Ofsted's new framework and in September 2019 we were judged Good overall and in all areas.

In their report the inspectors note that pupils are polite, mature and considerate towards each other, they achieve well and feel safe and happy in school. They recognised our broad curriculum and specialist teachers;

***'The school's curriculum contributes strongly to pupils' wider personal development'.
'(they) have the knowledge and skills needed to teach a range of subjects'.***

Ofsted September 2019

SIAMS

In July 2017 we were judged 'outstanding' in our SIAMS (Statutory Inspection of Anglican Methodist Schools). We are the only middle/secondary in Bedfordshire to receive this grading in a church inspection.

'In keeping with its Christian underpinning the school knows and treats pupils as individuals, recognising and celebrating their various gifts and talents well'

SIAMS July 2017

Curriculum

The Curriculum at Henlow Church of England Academy is designed to meet the needs of all children and provide for the full range of abilities. It has been carefully constructed to ensure that students encounter a balanced and wide range of learning experiences, as well as accommodating the requirements of the National Curriculum.

Key Stage 3

YEAR 7 - 9

In Key Stage 3, the learning opportunities are increased to focus on science, languages, history and geography to strengthen the foundation for future learning in Key Stage 4. In addition, students are offered a wide range of option choices which are varied in Year 7 and 8 and focused on the theme of 'community' in Year 9. In Year 7 and 8 students are taught elective lessons in mixed year group classes which adds to our community feel.

Key Stage 4

YEAR 10 - 11

Key Stage 4 combines compulsory study with a wide range of options to allow students to build a personalised programme suitable for their needs and ambitions. As a Church of England school with a community focus, we feel it is important for all students to study religious education at GCSE standard. In addition, students will benefit from a range of subjects they can select from.

'The school's curriculum contributes strongly to pupils' wider personal development.'

Ofsted September 2019

Our Christian Vision, Aims and Objectives

Our Christian Vision

'I have come that they may have life, and have it to the full.' John 10:10

We seek to create a harmonious community in which the individual is valued and is given every opportunity to fulfil their potential in terms of pastoral, emotional and intellectual growth; thus enabling them to live successfully in an increasingly demanding and ever-changing world.

Aims & Objectives

Our broad aim is to provide opportunity for self-development and self-fulfilment for the children here, to enable them to realise their full potential.

To be more specific, however, this School seeks to pass on to each new generation of children the knowledge, skills, ideas, attitudes and values which are judged necessary to make it possible to live - and live well - in our society. Societies change, however, and in our modern times they change quickly. It follows then that we need to provide not only experiences which enable children to grasp the essentials of this world as it is, but also experiences which will make them ready to fulfil themselves in a world which is likely to be different from today's.

Therefore, the School stands not only for tradition and conformity, but also for the future and a willingness to accept, and at times stimulate fresh thoughts and ideas.



'A caring, inclusive and nurturing learning environment, based on its Christian values, leads to good progress and attainment, to strong relationships and to the excellent behaviour of students.'

SIAMS Inspection June 2017

HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM

Job Description

Post: Student & Family Support Worker

Salary/Grade Range: NJC Level 4A Points 11 - 15 £25,979 - £27,803 (actual £21,491 - £23,000)

Reporting to: Deputy Headteacher – Pastoral

Responsible for: Working with the Deputy Headteacher and other relevant tutors, teaching and support staff to support students and their families.

Liaising with: The Headteacher and SLT of Henlow Church of England Academy, teaching and support staff, Diocese of St Albans Schools Team, parents and governors.

Purpose of Role:

- To support the Academy's drive to further improve standards of pupil attainment and achievement.
- To promote and encourage strong relationships between all parents/carers and the Academy in order to secure the best possible standards of attendance, behaviour, effort and attitudes to learning.
- To work as part of a team that has an overview of the day to day well-being, learning and progress of students in order to ensure that they become happy and positive members of their new community.
- To ensure that the ethos and expectations of Henlow are fully understood and respected by all students in the Academy.
- To ensure that the needs of all students are met within a clearly-defined and well-understood disciplinary structure providing challenge, support and opportunities for the academic, social and spiritual development of all.
- To develop happy, enthusiastic and thriving young adults who understand the importance of tolerance, kindness and friendship.
- To work as part of a team that ensures that all students understand the issues surrounding bullying, online safety, "stranger danger" and other topical issues that might affect pupils' safety, well-being and progress.
- To have high expectations of all students and to hold them accountable for their own behaviour and learning.
- **The role will involve:**
 - Liaising with teaching and support staff as necessary in supporting the day-to-day well-being of students and operation of the Student Development Centre.
 - Liaising and meeting with parents/carers as appropriate in relation to student integration within the school, day to day well-being, behaviour, welfare, attendance, punctuality and uniform.

- Liaising with and developing relationships with hard to reach families to support student attendance to and engagement with the Academy.
- Working with and supporting students and encouraging positive attitudes and behaviour in and around the Academy.
- Supporting students in accessing and completing their work.
- Supporting students and parents/carers in key areas including Anti-Bullying, Mental Well-Being, Sexual Health, Parent Engagement, Anger Management and Raising Self-Esteem.
- Supporting the effective implementation of interventions appropriate for needs of targeted students as identified by the Vulnerable Learners Group.
- Undertaking and supporting the coordination of supervisory duties during social times and at the start and end of the day.
- Leading restorative conversations to resolve conflicts between students.
- **Specific Duties:**
 - To respond to behavioural incidents, uniform and other discrepancies or referrals, investigate them thoroughly and liaise with colleagues and parents/carers appropriately according to school procedures.
 - To ensure that behavioural incidents or referrals, once dealt with, are effectively recorded and monitored.
 - To support the on-going monitoring and tracking of students using mechanisms as directed by Heads of Year.
 - To support the coordination of the Student Development Centre, receive and supervise students excluded from, or not working to, a normal timetable, working with them to support their pastoral and academic needs.
 - To act as a "Keyworker" and maintain records for students identified by Heads of Year, liaising with colleagues and parents/carers to ensure that they are supported in accessing the curriculum and making progress.
 - To provide learning and pastoral support to students as well as feedback on such issues as progress, achievement, behaviour and attendance, always seeking to establish productive relationships and to act as a role model.
 - To develop 1:1 mentoring arrangements with pupils and provide support for those who are distressed and in need of some time out of their normal timetable as directed by the Vulnerable Learners Group.
 - To provide information and advice to enable students to make choices about their own learning, behaviour and attendance. To provide appropriate challenge to students, motivate and promote their self-esteem and positive mental health.

- To meet with members of the pastoral team, support agencies, students and parents/carers as part of reintegration or behaviour review processes.
- To assist in the development and implementation of appropriate behaviour management strategies in liaison with Heads of Department and teachers.
- To triage students following an 'Assistance Required' call and direct them to the most appropriate line of support. .
- To develop a working knowledge and appreciation of the range of activities, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.
- To take the opportunity to see students in curricular and extra-curricular settings, including break/lunchtimes.
- To support the wider life of the school.
- **Duties As Deputy Designated Safeguarding Lead:**
- To support the DSL in promoting and safeguarding the welfare of children and young persons for who you are responsible,
- To be available for staff to discuss any safeguarding concerns during term time and support the arrangement of adequate and appropriate cover for out of hours activities,
- To support the DSL to address all identified training needs relating to safeguarding,
- To deputise in the absence of the DSL in agreement with the Headteacher.
- To maintain accurate records of all welfare and child protection concerns brought to the attention of the school by staff, members of the public or other professionals (CPOMS)
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and deciding whether to make a referral by liaising with the relevant agencies.
- To encourage and promote a culture of listening to students and taking account of their wishes and feelings among all staff.
- To support the DSL to create and maintain files of safeguarding evidence, including to support Ofsted inspections.
- To maintain a culture of high aspirations for all students who are currently experiencing, or have experienced welfare, safeguarding and child protection issues.
- To support all staff to identify the challenges that students in this group might face and the additional academic support and interventions required to best support these students.

- To liaise with the school's Attendance Officer and Educational Welfare Officer to ensure good attendance at school.
- To liaise with CAMHS through the Schools Mental Health Pathway

Note:

- Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from the Henlow SLT and Governors to undertake work of a similar level that is not specified in this job description.

Pastoral Support Provision at Henlow Academy

The focus of Pastoral Support Provision will change according to the age range of the students. As a generalisation:

- **Years 5 & 6** students may need support with transition, friendship and self-esteem issues
- **Years 7 - 9** students may need support with transition into secondary education requiring more independent learning and also issues around puberty
- **Years 10 & 11** students may experience anxiety around the pressures of GCSE as well as disaffection with education and increased peer pressure

In addition to age/stage related problems, there are also certain major issues you will need to be aware of and deal with. These currently include:

Social & Emotional Mental Health (SEMH) which involves:

- Self-harm
- Suicidal ideation
- Eating disorders
- Risk taking
- Substance abuse

Gender/Sexual orientation

Self-esteem and Confidence

Safeguarding,

Family dynamics and home situations,

SEND students, supporting their needs and assimilation into our school community

Dealing with all the above areas of need will require the PSO to gain knowledge and keep up to date with support available and strategies as well as gaining awareness of the appropriate agencies for referral and signposting. In all cases it will be vital to be aware of the school's policies and procedures as well as accepted good practice. In the case of a safeguarding issue the school's procedures regarding disclosures must always be followed as the safety of our students is paramount.

Person Specification

Key Criteria	Essential	Desirable	Identified By
Education & Qualifications	<ul style="list-style-type: none"> GCSE English and Maths at grades A* - C or equivalent 	<ul style="list-style-type: none"> Educated to A Level or above 	Application Form and Verification
Professional Experience	<ul style="list-style-type: none"> Experience of working with young people 	<ul style="list-style-type: none"> Experience of working in another phase of education in a classroom support role Experience of working with external agencies 	Application Form References
Knowledge, Skills and Understanding	<ul style="list-style-type: none"> Awareness of the needs of the pupils who are experiencing challenge and an ability to be encouraging, patient and understanding Awareness of child protection issues Ability to deal sensitively with vulnerable students and their families Sound understanding of confidentiality issues Ability to work collaboratively with teachers and others Excellent interpersonal skills with the ability to communicate effectively and empathetically with pupils, parents/carers and appropriate agencies Good record keeping skills Ability to take responsibility and work with autonomy and initiative within set boundaries Good written communication skills and time management skills with the ability to prioritise and multi-task Empathy, patience and understanding Have high expectations of pupil attendance, performance and behaviour Manage behaviour effectively Recognise the role that parents, carers, families play in helping children succeed and thrive. 	<ul style="list-style-type: none"> Willingness to undertake further training Experience of having worked with teachers, non-teaching staff and young people An awareness of the current educational system, the National Curriculum, and current reforms and developments regarding Pupil Premium and Vulnerable Groups The ability to use ICT effectively to support learning and teaching and the performance tracking of pupils Ability to use SIMs and other programmes to monitor attendance, behaviour and progress Experience of having monitored the performance and work of pupils, using data Experience of Behaviour Management techniques Experience of having worked with parents/carers to challenge and support their children 	Application Form References Selection Process Interview

Key Criteria	Essential	Desirable	Identified By
Motivation	<ul style="list-style-type: none"> Self-motivation and self-reliance Commitment to your own professional development and the Henlow Church of England Academy ethos and ideals. Enthusiasm for Learning and Teaching and commitment to inclusion and enrichment activities Commitment to working effectively with parents/carers, external partners and other agencies and schools to support the learning of children to define and realise the school's vision Commitment to our local community and improving the life chances of the pupils in our community Ability to work cooperatively as a positive team member High expectations of yourself and the pupils Willingness to embrace change and new ideas in an evolving team 	<ul style="list-style-type: none"> Willingness to undertake a qualification related to the role Commitment to excellence in learning and teaching and experience of sharing good practice Experience of working with a variety of stakeholders and outside agencies to support the attendance, behaviour, attainment and achievement of pupils 	<p>Application</p> <p>References</p> <p>Interview</p>
Physical	<ul style="list-style-type: none"> Be aware of and be able to meet the physical needs of the pupils to ensure their safety and their full participation in their learning The ability to work effectively in challenging circumstances 	<ul style="list-style-type: none"> Experience of having worked with pupils with a variety of needs The ability and willingness to undertake extra-curricular activities 	<p>Application</p> <p>References</p> <p>Interview</p>
Other factors, skills and Knowledge	<ul style="list-style-type: none"> A well completed application A commitment to the philosophy and aims of Henlow Church of England Academy. <p>Note: Full DBS clearance will be required</p>	<ul style="list-style-type: none"> Involvement in the full life of the school A positive, "can-do" approach with colleagues and pupils 	<p>Application</p> <p>Interview</p>