

Colne Park High School

Raising Aspirations



Engagement Officer

Application Pack 2023

No one gets left behind





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Park High School

About Park High School

Park High School is a vibrant, successful 11-16 school situated in the heart of the town of Colne. Over the years we have become the school of choice for our community. We are consistently oversubscribed and as a founding member of the Pennine Trust, we have built strong partnerships with our local schools. We are outward facing in our teaching and learning and innovative in offering a wide range of professional opportunities for our staff.

As a result of being oversubscribed, we are embarking on the next wave of recruitment for the highest calibre of staff who can help us make sure no one is left behind.

So why work at Park High School?

Teaching and Learning

At Park High School we believe in life long learning; learning that is an enjoyable experience for all. Quality first teaching is at the core of everything we do. Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be. We aim, through successful teaching and learning underpinned by researching practice, to develop the whole child and to enable our students to become life long learners.

Leaders consistently evaluate the effectiveness of teaching and learning within their departments and seek opportunities for regular developmental feedback and training, which creates the strong, supportive and vibrant culture at Park High School.

Expectations

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff in the Park family strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders are also life long learners. They all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We have invested in a comprehensive pastoral system in order to support the well-being of all. Each form has two form tutors, this enables a meaningful mentoring programme and allows for wrap around care and support. Form tutors deliver our innovative RISE sessions at the end of the day. These sessions focus on reciprocal reading, academic language, co-curricular activities, careers and guidance ,and independent study. We also have a specialist well-being team who work with students and staff to create a nurturing environment in which no one gets left behind.

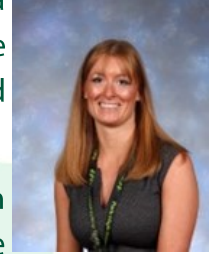
Introduction (School information)



What our staff say about our school

Sarah Huntingdon, Director of Year 11 / Teacher of Maths

I started at Park High in September 2018 and I have thoroughly enjoyed becoming a member of the Park family. I am a Lead Practitioner in Mathematics and I am responsible for teacher training here at Park along-side the development of our Newly qualified teachers.

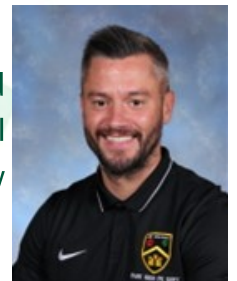


Park is keen that all staff are encouraged to develop in their roles and that they are given and that new challenges are always available. I was thrilled when I was offered the opportunity to develop my leadership skills and have begun to study for my National Professional Qualification for Senior Leadership. This is a nationally recognised qualification that is highly desirable should you wish to move into a senior leadership role. I am extremely proud to be part of the Park family and I look forward to the future here.

Rory Schofield, Teacher of PE

Since day one I have been supported and challenged to use my skills and qualities to have a positive impact on the students. Professionally I went down the pastoral route and successfully led a number of Year groups as Head of Year, supporting students welfare as well as academic progress. This was one of the most rewarding experiences to date in the profession and the support of all of the school staff and governors was a reason this was a successful and positive experience.

More recently I have crossed over to the academic side of the profession where I now lead the Physical Education department. The school has fully supported my professional development over this period, having recently completed my NPQML course I am now currently working through the NPQSL course.



Although I've only worked in one school, Park High School is very unique, friendly, warm and very supportive staff, from the dinner ladies to senior management I have made friends for life. The students are also brilliant, they'll keep you on your toes but will also run through brick walls for you if you show them you care.

Lisa Derbyshire, Teacher of English

I started Park High School in September 2016 as my first teaching post after qualifying as a Teacher of English. Throughout my time here, there have been numerous opportunities for development, with a comprehensive NQT training programme and an RQT university accredited course training us in leadership. I am currently studying for the NPQML course, delivered by the Pennine Alliance and the Star Institute. I have aspirations to use the passion for my subject to become a Lead Practitioner for English, and eventually Head of English, and the opportunities for training and development at Park are helping me to get closer to those goals.





Pennine Trust

The PENNiNE Trust is a young, vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school. Our family of schools have an unswerving determination to provide every child in our care with a high quality education, offering the best possible start in life. Innovation, inclusion and inspiration are at the heart of our ethos.

In the first half of 2022, we dedicated a lot of time to clarification of our mission, vision and values. We believe the culture and health of our trust are the most important ingredients for success. Selection of our 3 core values of ambition, respect and collaboration was the result of a thorough consultation involving key stakeholders across the Trust. Our chosen values and associated behaviours underpin all of our decision-making and policies as well as daily life in our schools.

Trust leaders adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. We are confident that our shared ethos and collective sense of purpose will lead to exemplary collaboration and sustained improvement.

Safeguarding Statement

At Park High School, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that they have applied for. If you are appointed to this post, the information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to a satisfactory enhanced Disclosure Barring Service disclosure. Our policy and practice are in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2021.

Headteacher's Letter



Dear Applicant

I am delighted you have expressed an interest in the post of Engagement Officer at Park High School, and I hope that after considering all the information provided you will decide to make an application.

The Engagement Officer role is an important role in the school by ensuring that every student achieves their full potential. A small number of students from time to time find it difficult to adhere to the school's behaviour policy and are taken out of mainstream lessons for the day, therefore maintaining a positive, engaging and safe learning environment within our school. It is essential that the person for this role is organised, confident in leading a team, working with children, be able to multitask, work flexibly and has a 'can do' approach to work, as no two days are the same.

It is hard to encapsulate in words the full dynamism and vibrancy of our school. We are hugely proud of our students and privileged to serve them and this community. Every student is recognised as an individual and we all aim to be ambitious, and to be the best we can be. We see it as our professional and moral duty to prepare them as individuals to play their part as active citizens – rounded, centred, respectful and aware of all they might contribute to the world. In practical terms, this commitment is manifested in the lessons we deliver, the extra-curricular opportunities we offer and in the wider opportunities we promote. Our school mantra is 'no one gets left behind' and our school values are ambition, respect and collaboration.

We are a very special learning community filled with talented and creative staff, all of whom share our vision for excellence in teaching and learning. The last five years have seen a positive transformation of every aspect of our work. With rapidly rising results, a collective drive for improvement and a nurturing ethos that creates an environment in which students can thrive, this is exactly the right time to join our family. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no one in our school will be left behind.

We hope you can see that this is an excellent time to join Park High School and our Pennine Trust. If successful you will join a staff team of wonderful professionals who have ambition for our students and for themselves. We take pride in ensuring colleagues receive opportunities to develop their skills and experiences – and we have an enviable reputation for delivering high quality professional development.

We hope that you will take the time to come and see and experience for yourself the warm and welcoming family atmosphere which makes our vision a reality. I hope you are excited by the prospect of this role, working alongside committed colleagues across a Multi-Academy Trust who are committed to providing every child with a high quality education.

In the meantime, we very much look forward to hearing from you and receiving your application. We appreciate the amount of time that goes into an application, so thank you in advance.

Yours sincerely

A handwritten signature in black ink, appearing to read 'C Eulert', written in a cursive style.

Mrs C Eulert
Headteacher

Job Description



Engagement Officer

Department:	Pastoral
Reporting To:	Assistant Headteacher/Headteacher
Salary:	Grade 6 SCP 11—19 - £24,054 - £27,852 (pro-rata)
Contract type:	Support staff—Permanent
Hours:	Full time 37 hours per week (Term Time plus week)
Start Date:	As soon as possible
Closing Date:	Wednesday 22 March 2023
Job Purpose:	To support the school's behaviour policy by managing a calm and focused environment for students who are isolated from mainstream lessons for the day. The post-holder will establish and maintain the expectations of behaviour within the inclusion unit, and conduct reflective work with students to support them in making better behaviour choices in the future.

Key Responsibilities:

- To establish and maintain a calm, safe and focussed environment in which isolated students can work.
- To support the development of students' ambition, respect and collaboration in line with the academy's core purpose.
- To reinforce with students the expectations of their behaviour.
- To support students in reflecting in their words and actions with a view to making better behavioural choices in the future.
- To support students to repair damaged relationships with staff and/or other students.
- To liaise with relevant staff to ensure that students have access to appropriate work from lessons they are absent from that day.
- To support students with the completion of that work.
- To liaise directly with relevant pastoral staff regarding students' attendance in Turning Point as well as their conduct during the day.
- To keep accurate records of attendance in Turning Point.
- To compile weekly summary reports of the work undertaken in Turning Point.
- To promote and safeguard the welfare of all children and young people with whom contact is made in a professional context.
- To monitor and evaluate Turning Point initiatives.
- To support other local schools by providing placements for individual students.
- To manage the handover of students from other local schools and provide daily updates on their attendance and conduct.
- Take on any additional responsibilities which might from time to time be reasonably determined.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other partners.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- To promote a flexible approach to meet the changing needs of the school.
- To ensure that teaching and other staff receive adequate support to meet educational and operational objectives.



Home visits:

- Contribute towards improving school attendance.
- To make unsupervised contact with families in response to allocated referrals.
- To establish the reason for non-attendance, make assessments and report back to the Attendance Manager
- Perform duties in accordance with the directions given by the Headteacher.

Academy Responsibilities:

In addition to the specific responsibilities of this post, every member of staff will commit to:

- Demonstrate the Trust values at all times.
- Providing a courteous and effective service to students at all times.
- Using their influence with other staff and students to promote high standards of behaviour.
- Work to maintain the Trust at the forefront of educational practice.
- Fostering and sustaining a culture of leadership and creativity within all aspects of the Trust's operation.
- Promote the safeguarding of all students.

Health & Safety

- To have due regard for health and safety in the workplace.
- To be familiar with, and adhere to, relevant parts of the school's Health and Safety Policy.
- Co-operate with health and safety requirements and report any defects.
- Do not undertake unsafe acts.
- Be familiar with the emergency action plans for fire, first aid and security issues.
- Undertake specific designated duties regarding emergency evacuation.
- Raise appropriate health and safety and environmental issues with students.

The above job description is deemed to include the national professional duties and standards. The post is subject to the current conditions of employment and current legislation. This job description may be amended at any time following discussion between the member of staff and the Headteacher, and will be reviewed annually. Whilst every effort has been made to explain the main 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 a manager to undertake work of a similar level that is not specified in this job description

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Selection Criteria



Person Specification			
	Essential	Desirable	How measured
Qualifications	4 GCSE's grades A-C (or equivalent), including Maths and English NVQ Level 3 (or equivalent) qualification	A qualification or equivalent experience in behaviour management	A/R/I/C
Experience	Significant and successful experience of working with children with challenging behaviour in an educational context Experience of using Information communication technology (e.g. Internet/Email/Word/Excel/Publisher/Bromcom or similar student database) Experience of planning/implementing restorative programmes		A/I A/I/R A/I/R
Skills/ Awareness	Excellent verbal and written communication skills with an ability to present information in a clear and concise manner Excellent management and organisational skills Ability to prioritise time and tasks in order to meet deadlines and provide a friendly and efficient service Ability to development and implement systems to support others Good administrative skills Excellent interpersonal and communication skills Ability to work independently, using own initiative Ability to co-operate effectively as a team member Ability to act promptly upon instruction To demonstrate an understanding of the principles of inclusion and a commitment to inclusive education for all.		I/R A/R A/R A/I/R A/R/I I/R I/R I/R R/I A/R/I
Behaviours and personal characteristics	To be passionate about inclusion A willingness to share information and expertise A commitment to ongoing personal development Have the imagination, energy and capacity for hard work together with an enthusiasm to take on developments and challenges A commitment to abide by and promote the school and Trust's Equal Opportunities, Health and Safety and Child Protection Policies A professional responsibility to promote and safeguard the welfare of children and young people Be a role model in setting professional standards. High levels of integrity, honesty and credibility Highly motivated, confident 'can do' attitude with a strong work ethic Problem solver and self-resilient, flexible and ability to retain a sense of perspective		A/I/R I/R A/I I/R I/R I/R I/R I/R A/I/R I/R



How to Apply

I hope that after reading the information in this pack you decide to submit an application for this post. To apply you must complete our application form in full, paying close attention to the guidance, and submit it with a covering letter.

Applications are welcome electronically or handwritten. All applications should include:

- * A fully completed application form including a fully completed Equal Opportunities monitoring form.
- * The information you provide in support of your application provides an opportunity to tell us about yourself and why you are applying for the post. Please refer to the job description and person specification and describe how your **experience, knowledge and skills** meet the requirements for this job, providing clear and concise examples to demonstrate how you meet the specification.

Application packs can be downloaded from www.park-high.co.uk or for further information email avickery@park-high.co.uk

*Electronic applications should be emailed to **supportstaffapplications@park-high.co.uk** - further information about the application process is in the application advice section of this booklet

Please be aware we cannot accept responsibility for mis-sent or late applications.

Closing date for applications is **noon on: Wednesday 22 March 2023.**

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

Park High School is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.



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