

APPLICANT'S INFORMATION PACK

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For more information please visit the School's Website:
www.levenshulmehigh.co.uk

Dear Candidate,

It is a great pleasure and privilege to be the Co-Headteachers of Levenshulme High School, which is part of the Greater Manchester Education Trust. We are a vibrant and diverse community of learners and it is an exciting place to work and study.

We value our global community and focus on achieving ambitious academic goals as well as ensuring all students stay safe and develop into confident, empowered young people who can face the future with confidence. We encourage all our students to be enterprising and to take up leadership opportunities around school. There are many exciting lessons and rich learning opportunities outside of lessons.

Our school enjoys excellent facilities and beautiful grounds. We are forward looking and want to prepare our young people for active leadership roles in their family, their community and our wonderful city.

If you would like to come and see our school at work, please contact the school and ask for a guided tour. We would be proud to show you around. Please also visit our website for a fuller picture of the school.

Yours faithfully,



Miss Donna Johnson
Academy Co-Headteacher



Mr Neil Johnson
Academy Co-Headteacher

APPLICATION PROCESS

- 1.** Please complete the enclosed application form.
- 2.** Please return the application form on or before the closing date on Monday 9th January 2023 by 9am.

If you wish to submit a covering letter, please ensure it is no longer than 2 pages of A4 – size 12, Arial Font.

INTERVIEW PROCESS

- 1.** If your application is successful, you will be notified by email.
- 2.** You will not be informed immediately of the final choice of candidate and, therefore will be free to leave the school after the interview.
- 3.** Interviews to be held on week beginning: Monday 9th January 2023.

FORMAT FOR SELECTION

- 1.** Application Form
- 2.** Lesson observations/interview tasks
- 3.** A detailed task to be confirmed to shortlisted candidates if applicable followed by an interview

DATA PROTECTION STATEMENT

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form will be used to monitor the school's equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 1998.

Part of the Greater Manchester Education Trust

Information about the school

Thank you for your interest in our school. Levenshulme High School is an 11-16, comprehensive school for girls. We are located in South Manchester at the heart of a vibrant, multi-cultural community, which is languages-rich and highly aspirational. There are 1000 young people here, who are committed to both their academic progress and their personal development. We have a rich and full curriculum, which meets the needs and interests of students of all abilities as well as building a strong sense of identity and personal values. Our vertical house and tutor group system



underpins our strong sense of community and family, through which our Co-operative and human values weave. Student leadership is a driving force in the school, and around half of our students take on at least one leadership responsibility each year – often more. Our Ofsted inspection report in October 2016 recognised this strength in saying ‘There is exceptional opportunity for pupils to become leaders in many areas.....pupil leaders were confidently and articulately inspiring others to become the next generation of female leaders’.

As part of the Greater Manchester Education Trust (comprising four secondary schools all located in Manchester) we enjoy supportive and mutually beneficial collaborative working with colleagues from across the Trust. We are committed to professional development for all staff, including CPD opportunities that match the stage of each colleague’s career as well as those which meet whole school or team needs. Although we are all Co-operative schools, with shared values, each school has its own unique identity.

The diverse nature of our school community means that we have established very strong EAL and Inclusion support ensuring that all of our students can access the curriculum and make excellent progress. The hard work and commitment of our staff and students have brought significant success to the school – including high Progress 8 scores (+1.14 in 2019) and an Ofsted judgement of Outstanding in all areas in 2016. A key phrase from the start of the report states that ‘Leaders and staff have created a culture which brings out the best in everyone, where morale is high, no-one is afraid to learn from mistakes and where parents can be sure that their daughters are safe from harm’. I strongly recommend that you read the report in full.

We work closely with a range of external partners, in particular the Alliance Manchester Business School and the Manchester United Foundation, to ensure that we can offer the widest range possible of experiences and opportunities to our students and fulfil our commitment to community engagement. Our careers advice and guidance, and preparation for further study and employability are extremely high quality and are also a core strand of our partnership work.

We are very proud to lead this community of learners – students, staff and families. We are all learning continually, and supporting and challenging each other. Manchester is a wonderful, international city in which to work and provides rich opportunities for students to learn from and build their life experience. As the Ofsted report says ‘The girls are proud of their school and loyal to it. One pupil typified this view when she said “This school is my community. We feel an emotional attachment to it”.

Miss Donna Johnson and Mr Neil Johnson, Academy Co-Headteachers

Dedicated to Achieving Dreams

School Vision

Working as a successful academy within the Greater Manchester Education Trust and its vision and values we aim to:

- Establish a strong, safe, stable and sustainable community, which inspires, challenges and supports the young people in our care, instilling in each individual a sense of self-worth and the belief that they can make a difference to their own and others' lives
- Offer opportunities which broaden and enrich lives and foster individual and community aspiration
- Work closely with families for the benefit of students, families and the school
- Recognise, develop and nurture talent within both students and staff – seeking to provide opportunities for all members of our school community to share, grow, learn and develop together
- Increasingly put the school at the heart of our local community
- Have a strong sense of place and identity, firmly rooted in our city, which celebrates our local, national and international community
- Forge effective partnerships locally, regionally and nationally, both to enrich our school and to contribute to our partners
- Have and demonstrate strong moral purpose, which is clearly values-driven and has kindness at its core.
- Be a student-centred place of learning, based on positive, mutually-respectful relationships at every level
- Deliver excellent outcomes – both academic and personal development
- Foster the wellbeing of students and staff



Dedicated to Achieving Dreams

GREATER MANCHESTER EDUCATION TRUST

The Education and Leadership Trust is a newly established multi-academy trust in South Manchester. There are 4 schools in the Trust as follows:

Whalley Range 11-18 High School is a popular high performing, diverse inner-city girls' comprehensive school close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. We have created a school where girls are happy, enjoy their learning and become confident citizens. We enjoy excellent facilities for learning. The school has 1,650 students on roll with 300 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching. We are committed to developing and sharing leadership skills and cooperative values.

Levenshulme High School is a popular, outstanding, 11-16 inner city girls' comprehensive school in south Manchester, with a similarly diverse community. The school enjoys excellent facilities and beautiful grounds. Co-operative values underpin our work as a school and will continue to do so in the new Trust. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city. The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

The East Manchester Academy is a vibrant 11-16 secondary school serving families in the local community. We joined the Education and Leadership Trust in 2016, alongside Whalley Range High School and Levenshulme High School. As such we share a firm belief in the co-operative values co-operation, self-reliance, team work as absolute keys to success. The school has 1000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

Parrs Wood High School is a school at the heart of its community with a diverse population which truly reflects the culture of our city. Its collaborative, community ethos is a key feature of the school. The 1500 pupils on roll in the main school, plus a large and successful Post-16 college of over 400 students, achieve excellent outcomes both academically and personally year-on-year. There are over 200 staff working at the school.

All our schools are vibrant and lively learning communities. We work hard to maintain a high quality learning environment. The multi-million pound Building Schools for the Future programme has provided us with ICT rich, state of the art facilities. The schools have well-developed VLEs to enrich and extend learning. Expectations of achievement and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

At Levenshulme High School, our exam results show a consistently high trend and match or exceed those of girls nationally across a wide range of subjects.

We have a system of vertical tutor groups, which are grouped into a House system. This allows us to monitor every child's achievement and progress more closely. It also promotes a sense of belonging to a smaller community within our school. Student Leadership in all aspects of our work has made a significant contribution to our improvements.

The schools place great value on the need to work together as a team. Teams of teaching and support staff are all focused on ensuring every child achieves and develops the necessary skills and attitudes they need to thrive in the world. All staff are encouraged to develop their professional skills and leadership opportunities are available to all staff.

The schools are at the forefront of innovative and challenging educational ideas and methods and are keen to continue to lead the field. The school works in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post with the Trust sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

Safeguarding Children

The Greater Manchester Education and Leadership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Greater Manchester Education Trust Professional Offer

The Trust takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage all staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and would welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals. All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety, using SIMS, in-school policies.

Expectations

- All staff respect and promote the Trust's co-operative values.
- All staff respect and promote British values.
- All staff are committed to continually improving their teaching or professional skill set.
- All staff engage positively in training and support programmes.
- All staff read and follow the policies and procedures in the Staff Handbook.
- All staff recognise we work together as a team to enrich students' learning and improve outcomes.

The Trust Offer

ECT (Y1)

- A member of the Senior Leadership Team as an Induction Tutor who will be responsible for the supervision of the induction year in line with external guidelines.
- A subject mentor and a House mentor to offer direct and practical support.
- A programme of ongoing training and support throughout the year, becoming more personalised after Christmas, led by an experienced member of staff.
- Opportunities for observing more experienced colleagues as well as peer observation.
- A residential with other ECTs from within Manchester, paid for by school.
- Access to the whole school training programme and learning opportunities.

ECT (Y2)

To reflect the range of skills and experience within any cohort, bespoke RQT training may include:

- A planned programme until Easter with regular meetings led by an experienced member of staff.
- A Lesson Study project to enhance classroom skills and practice.
- Opportunities for observing more experienced colleagues and peer observation.
- A personalised plan linked to their appraisal needs.
- Access to the whole school training programme and learning opportunities.

All teaching staff

- A range of bespoke training across the Trust to meet individual need
- A personalised plan linked to their appraisal needs which may include coaching on identified areas of practice
- Opportunities for observing others
- Job shadowing to support career aspirations
- TeachMeets – the opportunity to share and learn with colleagues from across the Trust.
- Special interest working groups – the opportunity to share and develop practice in a particular strand
- Voluntary CPD sessions which occur through the year.
- Induction to new roles – a personalised induction and training plan when moving to a new role with support from a more experienced colleague.
- Using data- this may be through faculty or team meetings as well as additional opportunities for drop-in training
- Using the VLE – each faculty has a VLE Champion, who can be approached for individual advice and support in addition to opportunities for drop-in training.
- External courses – appropriate staff will be considered for external courses such as those offered by the exam boards, PIXL, the Manchester Schools Alliance or the collegiate. It will depend on their role, the school need and staffing needs.

For all staff who consistently teach Good or Outstanding lessons there are a range of leadership and management courses, both in-house and external. These may be run in one school or run with a combined group of staff from across the Trust. These currently include:

- **Aspiring to a TLR course** – covering two terms with a focused project and a report back presentation to Heads of Faculty and SLT.
- **New to TLR course** - covering two terms with a focused project and a report back presentation to Heads of Faculty and SLT.
- **Aspiring to the Senior Team** –how to prepare for Senior Leadership, expectations, developing competencies, opportunities to shadow colleagues.
- **Teaching Leaders** – this is a selective programme for staff in certain TLR posts who the school wishes to nominate. Access is not guaranteed.

Support staff

There is a wide range of support staff roles in both schools. We offer separate and joint programmes for particular groups of people, such as teaching assistants. It is important that line managers identify the training needs for their teams and deliver timely and appropriate training as it is needed. This may be in individual schools but can also be across the Trust.

An annual appraisal programme will contribute to determining needs.

CHILD PROTECTION POLICY

AIMS:

- To establish a safe environment in which children can learn and develop.
- To ensure we practice safe recruitment in checking the suitability of staff and safeguard students when deploying volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support students who have been abused in accordance with his/her agreed child protection plan.

WE WILL:

- Follow guidance on procedures and practice set out by the Academy and the DfE and respond to relevant legislation.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure we have a designated member of the Senior Leadership Team responsible for child protection (the Designated Safeguarding Lead – DSL), who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection, and are aware of the procedures to be followed.
- Ensure Child Protection procedures are included in the Staff Handbook and that every member of staff, teaching and support, will be given a copy of this document.
- Undertake Child Protection training as part of the induction process for all new staff appointed to the school.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main student file, and in locked locations.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

DISCLOSURE

Post : Behaviour Intervention Teaching Assistant

Level of Disclosure Required

Enhanced

The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service before the appointment is confirmed.

The Trust is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE ACADEMY CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The Trust will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Trust's full Policy on Employment of Ex-Offenders is available upon request from the Personnel Office. The Code of Practice issued by the Disclosure & Barring Service, which guides the Academy's use of Disclosures in Recruitment, is also available from the Personnel Office upon request.

Vacancy details

Post:	Behaviour Intervention Teaching Assistant – Grade 5
Closing date:	Monday 9th January 2023 at 9am

Personal Details

Please ensure these are accurate as it is the only way we have to get in touch with you. It is important that you supply a National Insurance Number.

Title: Mr/Mrs/Miss/Ms:	Surname:
Forename(s):	Former Names: (if applicable)

Present address:	
Postcode:	
Telephone No. (Home):	Telephone No. (Work):
Mobile No:	Email:
NI Number:	Preferred form of contact:

References

Please give details of two people who have agreed to act as referees; one of which should be able to comment on any employed work with children, if applicable. **One must be your current or most recent employer, and if the reference is from a school; it must be from the Headteacher.** References will not be accepted from relatives or from people writing solely in the capacity of friends. Referees of short-listed candidates will be approached prior to interview.

Name	Name
Position	Position
Organisation	Organisation
Address	Address
Postcode	Postcode
Telephone	Telephone
Email address	Emails address
<i>Please tick here if you do not wish this referee to be contacted at this stage:</i> <input type="checkbox"/>	<i>Please tick here if you do not wish this referee to be contacted at this stage:</i> <input type="checkbox"/>

Are you currently (or have previously been) employed by the Greater Manchester Education Trust?			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are you a qualified teacher		Yes	<input type="checkbox"/>
		No	<input type="checkbox"/>
<i>If Yes please supply the following information:</i>			
DfE No	<input type="text"/>		
QTS Registered		Yes	<input type="checkbox"/>
		No	<input type="checkbox"/>

Employment

Please give details of your current or previous work (if applicable), starting with the most recent. This can be paid work, voluntary work or work from home. CVs will only be accepted with a fully completed application form. Unexplained gaps in your employment or education history may lead to your application being rejected.

CURRENT EMPLOYER	
From (MM/YY) To (MM/YY)	Name of Employer:
Post Held:	Salary/Grade:
Responsibilities:	
Reason for Leaving:	
PREVIOUS EMPLOYER	
From (MM/YY) To (MM/YY)	Name of Employer:
Post Held:	Salary/Grade:
Responsibilities:	
Reason for Leaving:	
PREVIOUS EMPLOYER	
From (MM/YY) To (MM/YY)	Name of Employer:
Post Held:	Salary/Grade:
Responsibilities:	
Reason for Leaving:	

PREVIOUS EMPLOYER	
From (MM/YY) To (MM/YY)	Name of Employer:
Post Held:	Salary/Grade:
Responsibilities:	
Reason for Leaving:	

Please continue on a separate sheet if necessary

If there are any gaps in your education or employment, please explain them here, specifying the dates/period covered. Unexplained gaps in your employment or education history may lead to your application being rejected.

Date	Reason

Qualifications

Please give details of your academic and/or vocational qualifications relevant to the post applied for. If offered a post, you will be asked for original evidence of your qualifications on appointment, and the School reserves the right to approach education providers to verify qualifications stated.

Date	Level	Qualification	Grade	Where obtained

Please continue on a separate sheet if necessary

Training

Include any short courses that you have undertaken in the past 5 years.

Date	Level	Qualifications

Please continue on a separate sheet if necessary

Access to work

If you are a disabled applicant, you may be entitled to aids and adaptations to assist you in the working environment. Access to work is available to help overcome the problems resulting from disability. Practical advice and help is offered in a flexible way that can be tailored to suit the needs of an individual in a particular job. If you require information on this service, please contact your local Jobcentre Plus.

Are you related to any member of the Greater Manchester Education Trust, Governor or Director/Trustees? Yes No

If 'yes', please give name(s) and relationship:

NB the canvassing of any Members or Officers/Employees of the Trust in connection with this appointment will disqualify your application for this post.

Information in support of your application

Please provide any additional information that will enable the recruitment panel to decide whether you could be a successful member of our organisation in this role. They will be looking not only at the competencies and expectations of the role, but also to what extent you would be the right fit for our organisation and its values and the team you would be joining.

Please continue on a separate sheet if necessary. Limit to 2 pages of A4 in font Ariel 11

Data Protection

I consent to the information contained in this form, and any information received by or on behalf of the Greater Manchester Education Trust relating to my application, being processed by them in administering the recruitment process and fulfilling their safeguarding obligation towards students. I understand that to knowingly give false information, or to omit any relevant information, could result in the withdrawal of any offer of appointment, or my dismissal at any time in the future, and possible criminal prosecution.

I am not banned or disqualified from working with children nor subject to any sanctions or conditions on my employment imposed by The Independent Safeguarding Authority, the Secretary of State or a regulatory body.

Signed:

(Typing your name on the signature line will be regarded as signing this form)

Date:

Print Name:

Disclosure Form – To be completed by all shortlisted candidates

The Trust is legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts. The DBS check will reveal both spent and unspent convictions, cautions, and bind-overs as well as pending prosecutions, which are not “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

As the position you are shortlisted for gives you privileged access to vulnerable groups, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a “protected” conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013) and, therefore, not subject to disclosure.

Failure to disclose any disclosable criminal convictions could lead either to your application being rejected or, if you are appointed, to summary dismissal if it is subsequently discovered that you have had any criminal convictions and a referral to the Police may be made.

The information will not be used to discriminate unfairly against those with convictions which we consider unrelated to working with vulnerable groups. We ask for this information in order to facilitate an honest and open dialogue with prospective employees and we encourage all prospective employees to provide contextual information regarding any convictions disclosed. Having a criminal record will not automatically bar you from employment with us.

Please refer to <https://www.nacro.org.uk/criminal-record-support-service/> for independent advice and guidance. Further guidance can be found at <https://www.gov.uk/tell-employer-or-college-about-criminal-record>

Please answer all questions on this form.

Are you banned or disqualified from working with children nor subject to any sanctions or conditions on my employment imposed by The Independent Safeguarding Authority, the Secretary of State or a regulatory body.

Yes No

Have you lived/worked outside of the UK? If you answer ‘yes’ to this question we will contact you for additional information in due course.

Yes No

Do you have any convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)?

Yes No

If you have answered yes to the question above, please provide the following details on Page 2

Date of each conviction / pending hearing / reprimand / warning	<i>The offence</i>	<i>The sentence</i>	<i>The Police Force/Court involved</i>

Please continue on a separate sheet if necessary

Do you have a DBS certificate? Yes/No

Date of check:

Social media and on-line checks

As part of our shortlisting procedures and in line with KCSIE 2022 guidance we will be carrying out an on-line search of all candidates. If you are successful in gaining employment within our trust a full social media review carried out by a third party. Please provide details of **ALL** publicly visible social media platforms you use along with the handle/identifier used for your account(s)

Social Media Platform	Handle

Name:

Date:

Signature:

Please return your completed form to smulvihill@levenshulmehigh.co.uk

Recruitment Privacy Notice

Policy Statement

We are the Greater Manchester Education Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you with the shortlisting panel and HR staff during your application process.

Up to and including shortlisting stage:

- your name and contact details (i.e. address, home and mobile phone numbers, email address), national insurance number;
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), teacher number (if applicable), membership of professional bodies and interests;
- your gender, ethnic origin and disability;
- details of your referees;
- whether you are related to any member of our Trust’s staff, governors or directors/trustees; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

All shortlisted candidates will be subject to an online check. If there is anything of a concern this will be discussed with you at the interview.

Following shortlisting stage, and making a final decision

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);*
- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*

- medical check to indicate fitness to work;*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);*
- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from about during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the Trust to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail please see our Data Retention Policy.

If you are unsuccessful we will hold your personal data only for six months, after which time it will be securely deleted/destroyed.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal or HR advisors.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Jenny Kennedy – Director of People jkennedy@eltrust.org

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact Jenny Kennedy – Director of People. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

How to complain

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance.

If an individual wishes to pursue concerns further, please contact our Data Protection Officer: Danielle Eadie, Data Protection Consultant, RADCaT Ltd, Registered Office: The Business Centre, Unit 2, 263 Woodhouse Lane, Wigan, WN6 7NR. Email: danielle.eadie@radcat.co.uk

If there are still concerns, an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

Contact

If you would like to discuss anything in this privacy notice, please contact:

Kate Wragg: Trust Data Lead at cwragg@eltrust.org

**LEVENSHULME HIGH SCHOOL
THE GREATER MANCHESTER EDUCATION TRUST**

**Job Description
Behaviour Support Coordinator
Teaching Assistant – Level 4
Grade 5
Behaviour/Guidance/Support**

The post holder will report to the Assistant Headteacher – Personal Development. Apart from other colleagues in the school, the main contacts of the job are: SLT, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Take a lead role within the school in addressing the needs of pupils who require particular help to overcome barriers to learning.

Main Duties:

1. Manage the supervision of pupils excluded from, or otherwise not working to a normal timetable.
2. Provide individual support to pupils in the Behaviour Support Room, take a lead role in managing and delivering pastoral support to pupils.
3. Work with small groups engaged in learning programmes and other intervention programmes.
4. Undertake comprehensive assessment of pupils to determine those in need of particular help
5. Assist staff with the development and implementation of targets and action plans.
6. Work closely with the Heads of Progress, Pastoral Managers and Manchester United Foundation hub officer to implement effective interventions which lead to improved behaviour.
7. Establish productive working relationships with pupils, taking on role model behaviour plan by presenting a positive personal image and responding appropriately to individual needs
8. Develop 1:1 mentoring arrangements with pupils
9. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
10. Challenge and motivate pupils, promote and re-enforce self-esteem
11. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance

12. Promote the inclusion and acceptance of all pupils
13. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities

Support for Teachers:

14. Organise and manage an appropriate learning environment and resources
 15. Support pupils' access to learning using appropriate strategies and resources
 16. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
 17. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
 18. Take the lead role in the development and implementation of appropriate behaviour management strategies
 19. Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
 20. Take a lead role in the development, implementation and monitoring of systems, relating to attendance and integration, e.g. registration, truancy, pastoral systems
 21. Provide curricular clerical and administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions
- Support for the Curriculum
22. Actively seek information and utilise the range of activities, courses, organisations, agencies and individuals to provide support for pupils to broaden and enrich their learning

Support for the School:

23. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies
24. Comply and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
25. Supervise pupils on educational visits and out of school activities
26. Assist in maintaining high standards of health and safety at all times
27. Maintain good relationships with colleagues and work together as a team
28. Assist in the supervision of classroom and outdoor activities

29. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
 30. Contribute to the overall ethos/work/aims of the school
 31. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress
 32. Attend and participate in regular meetings
 33. Participate in training and other learning activities as required
 34. Recognise own strengths and areas of expertise and use of these to advise and support others
 35. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
 36. Be responsible for the provision of out of school learning activities with guidelines established by the school
 37. Contribute to the identification and delivery of appropriate out of school learning activities
 38. Be responsible for the accurate maintenance of SIMS data relating to behaviour and the implementation of sanctions. A working understanding of SIMS is desirable although a willingness to undertake training is also acceptable.
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All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulation 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and the Education and Leadership Trust Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

**LEVENSHULME HIGH SCHOOL
THE GREATER MANCHESTER EDUCATION TRUST**

**Person Specification
Behaviour Support Coordinator
Teaching Assistant – Level 4
Behaviour/Guidance/Support**

For this job we are looking for:

Experience of working with or caring for children of a relevant age

Experience of working with pupils with additional needs

Numeracy/literacy skills (at a level equivalent to NQF Level2)

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience

Ability to relate well to children and adults

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology e.g. photocopier

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies

Understanding the principles of child development and learning processes and in particular, barriers to learning

Ability to plan effective actions for pupils at risk of underachieving

Full understanding of the range of support services/providers

Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation

Ability to self-evaluate learning needs and actively seek learning opportunities

Willingness to undertake first aid training as appropriate

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work

Self motivation and personal drive to complete tasks to the required timescales and quality standards

The flexibility to adapt to changing workload demands and new school challenges

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils

Personal commitment to continuous self-development

A commitment to school improvement

Be willing to consent to and apply for an enhanced disclosure to a DBS (Disclosure and Barring Service) Check