Appointment of

STUDENT SUPPORT ASSISTANT
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February 2019

Dear Prospective Applicant

We are currently looking to appoint a part time Student Support Assistant to join us as soon as possible. The post is part-time working 2 days per week, each Monday and Tuesday and is term time only (please refer to the advert for the pay range). This pack of information gives detailed information on the school and the position that is being advertised. We are a high achieving and highly aspirational school community always seeking to go above and beyond to ensure our students thrive and are successful. The post is central to the effective learning and achievement of students and in maintaining a cohesive school community.

I do hope that having read further, and found out more about us that you will choose to make an application; I look forward to hearing from you. You can find further information about the school on our website.

To apply, please complete the application form, explaining how you meet the requirements of the person specification. Section 6 of the application form detailing your skills and experience should not exceed 1200 words. Please note we do not accept CVs and only applications completed on the school’s application form will be considered. If you would like to visit the school, or if you have any queries prior to completing your application form, please do not hesitate to contact Ms Emma Macaulay, Inclusion and Intervention Manager on 0121 675 1305.

Deadline for applications: 9.00am on Monday 11th February 2019

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form. References must be taken from your current (or most recent employer). Candidates that have been shortlisted will be contacted by phone to invite them to attend the selection process, the date is to be confirmed but is likely to take place during the last week of school before the February half term break. Candidates who have not been called for interview within two weeks of the deadline date for applications should assume their application has been unsuccessful. All offers of employment are subject to a satisfactory enhanced DBS check, health check screening questionnaire and the receipt of 2 references that are satisfactory to the school.

Yours sincerely

Mrs Nicola Raggett - Headteacher
Student Support Assistant Role Description: Responsible to the Inclusion and Intervention Manager

Focus
To work with the Inclusion and Intervention Manager in supporting students and staff with the management and running of student behaviour systems and interventions which impact upon learning.

Job Purpose
- To enable students to make optimum use of learning opportunities through the application of effective behaviour management strategies.
- To keep an on-going log of concern and referrals and ensure it is updated regularly.
- To encourage students to adopt positive attitudes and behaviours for learning.
- To encourage students to act within the school’s ethos and values.
- To demonstrate an understanding of the contribution of the role to the work of the whole school team and to perform accordingly.
- To ensure the effectiveness of lunch time supervision.

Accountable for
- The implementation of behaviour management strategies under the direction of the Inclusion and Intervention Manager.
- Improving student’s punctuality to school, managing the data, sanctions and the intervention of students in this category.
- Weekly reporting on data and actions required in respect of the schools FAST TRACK program to the Inclusion and Intervention Manager.

Support for students
- Highlighting positive performance and reward students appropriately.
- Promoting positive attitudes to learning through all contacts with students.
- Challenging and motivate students, promoting and reinforcing positive self-esteem.
- To help students to understand the impact of their behaviour and attendance on progress and achievement, so enabling them to make informed choices.
- To support in the delivery of intervention sessions, targeted at supporting students where issues directly affect their behaviours (including emotional health and wellbeing) in school.
- To support in the setting up and delivery of Restorative Justice sessions.
- To support in the mentoring of students, to ensure positive change to behaviours, attendance and attainment.
Student Support Assistant Role Description Continued

Support for teachers

- To support staff in maintaining good conduct around school.
- To support staff in maintaining high standards of school appearance.
- To provide objective and accurate feedback and reports as required on students’ behaviour, persistent absence, progress and achievement.
- To support the Inclusion and Intervention Manager in operation of the on-call system.

Support for the school

- To supervise isolation and after school detentions as directed, ensuring these processes operate effectively on a day to day basis.
- To support the Inclusion Manager and Intervention Manager in the keeping and updating records as agreed, contributing to review systems / records as requested.
- To support with the running and updating of SIMS in improving access to student records and data.
- To establish constructive relationships with parents and carers, meeting or communicating by other means as appropriate.
- To be aware of and comply with policies and procedures relating to child protection, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- To respect the confidential nature of information relating to the school and its students.
- To assist in the support of systems relating to attendance and punctuality.
- To assist in the implementation of measures to address attendance and punctuality issues affecting students.
- To implement measures to address behaviour issues affecting students, including administration of ‘on report’ systems.
- Through data, identify and monitor patterns of students at risk and communicate effectively with other staff to ensure effective timely intervention occurs.
- To patrol the school grounds at the beginning and end of the day and lunchtimes on a rota basis.

Ethos and Values

- Ensure that the school’s ethos and values are promoted
- Contribute to whole school policy development through communication routes and consultative procedures

General

- To carry out other duties as may be commensurate with the grade and nature of the post.
- To participate in the schools’ arrangements for appraisal and continued professional development.
- Support staff working closely with teachers will inevitably be privy to much that is confidential and this confidentiality must be adhered to.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time after consultation.
## Student Support Assistant Person Specification

### Qualifications Experience and Training

- Relevant qualification appropriate to this role including a minimum of GCSE grade C (or equivalent) or above in English and Mathematics.
- Child Protection Training (desirable)
- 2 years minimum experience working with children and young people in a paid or voluntary capacity.
- Experience of working in a school (desirable).
- Experience of supporting young people experiencing a range of social, emotional and behavioural difficulties (desirable).
- Communicating with families (desirable).
- A demonstrable commitment to continuing professional development.

### Skills and Attributes

- Ability to develop and maintain effective working relationships with others.
- Ability to contribute proactively to the work of the team.
- Excellent interpersonal skills, both with young people and adults.
- Ability to work accurately and to agreed specifications and deadlines.
- Excellent ICT (e-mail, word and excel) skills to support administration.
- Familiarity with SIMS (or similar) administrative system (desirable).
- Effective oral and written communication skills across a range of audiences.
- Ability to relate effectively to a diverse range of young people and adults.
- Ability to deploy a range of strategies and techniques to defuse negative behaviours and encourage engagement and learning.
- Ability to receive effective feedback and act to improve own performance.

### Knowledge

- An understanding of the range of potential barriers to learning for students (desirable).
- Safeguarding, equalities and inclusion policies and how these are implemented in schools (desirable).

### Other

- Ability to respond to new challenges
- Commitment to the wider life of the school.
- A successful enhanced DBS check.
- Self-motivating with a positive outlook.
- This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to fulfil all spoken aspects of the role with confidence through the medium of English is essential.
Background and Ethos

The School
Kings Norton Girls’ School is a highly successful 11-18 comprehensive standalone academy with an excellent reputation in the local area and beyond. The School was founded in 1910 and occupies a leafy twenty-three acre site in one of Birmingham’s most pleasant residential areas on the south side of the city. It is a very local school, the vast majority of students living less than a mile away. This has enabled the development of a strong community feel and neighbourhood links. The school breeds a quiet confidence in its students which together with their enthusiasm for learning and their determination to succeed creates a powerful dynamic for continued improvement.

Following its success for many years as a Foundation School we were one of the first schools in the country to become a convertor academy in 2011. This gives some indication of the type of school we are, constantly striving for an opportunity which will take us to the next level. We never rest on our laurels or shy away from significant change where it will make the difference we need.

Our Purpose: We strive to be a harmonious community where all develop the skills and confidence to excel as leaders and learners.

We believe before any meaningful learning can take place pupils should be happy in school. In order to achieve this we aim to:-

- Build a learning community which strives to ensure that each individual is valued
- Develop a collaborative “learning to learn” culture which seeks out and shares best practice
- Cultivate an environment which engenders an excitement about and a passion for learning
- Deliver at all times learning experiences of the highest quality.
- Understand what it means to be and take responsibility as Global Citizens, respecting diversity.
Background and Ethos Continued

School Leadership
The senior leadership team are highly dedicated and committed to the students and staff. Their wisdom, drive and creativity have proved invaluable in driving up standards. The team consists of the Headteacher, two Deputy Headteachers, three Assistant Headteachers and the Business Manager. This is a very well established and forward looking group of colleagues who work closely together with each other and their staff teams to ensure the highest quality standards in all aspects of the work of the school.

Governors are exceptionally supportive yet provide the necessary challenge to help drive standards even higher. They bring expertise from both education and commerce and play an active part in the life of the school. There are two committees within the governing body, one responsible for curriculum and standards and the other for resources which includes finance, environment and personnel. The Business Manager services the Resources Committee.

Our students
There are presently 997 students on roll and the staffing establishment is 119, which includes the Headteacher, 73 teachers and 45 support staff. Team working is strong and we pride ourselves in the quality of our relationships and the tangible mutual respect and care which is in evidence across the school.

The Sixth Form is growing with 102 students in Year 12 and 115 in Year 13. This is due in part to the popularity of the school sixth form especially with internal students, and the changing nature of sixth form provision locally. In addition, in 2015 we had our first intake of boys into the sixth form; numbers here are increasing significantly. This upward trend is something we are determined to continue and we are looking forward to opening a new sixth form block in September 2019. This is a very exciting time for us.

The School is a popular choice and is always well over-subscribed with applications of 800+ for the 160 places in Yr 7. Our catchment this year for year 7 entry is 2.13 km. The School is one of the highest performing schools in Birmingham, and figures nationally amongst the top comprehensives in the country. This summer, the results at GCSE were outstanding with 77% gaining 4+ in English and maths and 59% gaining 5+ in English and maths. Progress 8 is 0.69.
Background and Ethos Continued

Our networks
We are a standalone academy but are widely connected locally, working closely with South Network Schools, this brings a richness of collaboration around leadership, curriculum and inclusion. The South Area Network comprises 14 schools and one FE College on the south side of the city. As part of this network the school is involved in developing and delivering on strategies to raise students’ achievement. Within this network there is significant support for both teaching and support staff.

As strategic partners in two teaching school alliances, one secondary and one primary, we also play a significant part in the local educational landscape and engage widely in CPD.

Professional Development
Professional development is a significant aspect of life at the school and is integrated into the school week. Staff are encouraged to deepen their subject knowledge and professional skills at all stages of their career. All staff new to the school participate in an induction programme and there is continued support for career growth.

Professionally this is a school with the very highest of expectations but equally is richly rewarding. Staff are friendly, welcoming and supportive of colleagues. Our purpose is to ensure that the students, and the staff, all achieve the highest standards of which they are capable.
### Key Facts and Statistics about the School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Stand-alone Academy. Non-selective comprehensive girls’ school, age range 11-16: Co-educational sixth form post 16.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>South Birmingham in the suburb of Kings Norton, West Midlands.</td>
</tr>
<tr>
<td>Age range</td>
<td>11—18</td>
</tr>
<tr>
<td>Number of students</td>
<td>997</td>
</tr>
<tr>
<td>Number of staff</td>
<td>1 Headteacher, Teaching 73, Support 45</td>
</tr>
<tr>
<td>Date school established</td>
<td>1910</td>
</tr>
<tr>
<td>External recognition</td>
<td>Ofsted rating: Continuing to be Good (July 2018 short inspection);</td>
</tr>
<tr>
<td>Attendance</td>
<td>96.2%</td>
</tr>
<tr>
<td>Pupil Premium</td>
<td>Year 7 to 11, 28% : 6th form bursary, 22.6% (2017 figure)</td>
</tr>
<tr>
<td>SEN</td>
<td>9.2%</td>
</tr>
<tr>
<td>EAL</td>
<td>8.7%</td>
</tr>
</tbody>
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#### Sixth form expansion

Kings Norton Girls’ School has received planning permission to build a new sixth form block, the funding bid has also been approved. The following photographs depict the proposed build.
Key Facts and Statistics About the School Continued

Academic Achievements 2018

<table>
<thead>
<tr>
<th>GCSE Results</th>
<th>% gaining 5+ in English and maths 58.6%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>% gaining 4+ in English and maths 77.2%</td>
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<tr>
<td></td>
<td>English Grade 4 or above: 91.7%</td>
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<tr>
<td></td>
<td>English Grade 5 or above: 87.6%</td>
</tr>
<tr>
<td></td>
<td>Maths Grade 4 or above: 77.9%</td>
</tr>
<tr>
<td></td>
<td>Maths Grade 5 or above: 58.6%</td>
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<td></td>
<td>Achieving EBacc: 5+ (37.2%), 4+ (50%)</td>
</tr>
</tbody>
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<tr>
<th>A Level Results</th>
<th>A* - A all entries: 25% (17.33% in 2017)</th>
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<tbody>
<tr>
<td></td>
<td>A* - B all entries: 55% (43.56% in 2017)</td>
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<tr>
<td></td>
<td>A* - E: 99.2% (99.5% in 2017)</td>
</tr>
<tr>
<td></td>
<td>Average grade: B - (C in 2017)</td>
</tr>
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| Progress 8            | +0.69 2018                              |

<table>
<thead>
<tr>
<th>University Admissions</th>
<th>78% of students commenced a University course (86% 2017)</th>
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<tr>
<td></td>
<td>35% of which secured Russell Group placements (20% 2017)</td>
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</table>
Privacy notice for job applicants

Under data protection law, individuals have a right to be informed about how the school uses any personal data we hold about them. We comply with this right by providing ‘privacy notices’ (sometimes called ‘fair processing notices’) to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about individuals applying for jobs at our school. We, Kings Norton Girls’ School of Selly Oak Road, Birmingham B30 1HW are the ‘data controller’ for the purposes of data protection law. Our data protection officer is Clare Skinner (see ‘Contact us’ below). Successful candidates should refer to our privacy notice for the school workforce for information about how their personal data is collected, stored and used. Our workforce privacy notice is available on the Staff Shared/Whole School Documents/GDPR or from our data protection officer.

The personal data we hold: We process data relating to those applying to work at our school. Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:

- Contact details
- Copies of right to work documentation
- References
- Evidence of qualifications
- Employment records, including work history, job titles, training records and professional memberships

We may also collect, store and use information about you that falls into “special categories” of more sensitive personal data. This includes information about (where applicable):

- Race, ethnicity, religious beliefs, sexual orientation and political opinions
- Disability and access requirements

Why we use this data: The purpose of processing this data is to aid the recruitment process by:

- Enabling us to establish relevant experience and qualifications
- Facilitating safe recruitment, as part of our safeguarding obligations towards pupils
- Enabling equalities monitoring
- Ensuring that appropriate access arrangements can be provided for candidates that require them

Our lawful basis for using this data: We only collect and use personal information about you when the law allows us to. Most commonly, we use it where we need to:

- Comply with a legal obligation
- Carry out a task in the public interest

Less commonly, we may also use personal information about you where:

- You have given us consent to use it in a certain way
- We need to protect your vital interests (or someone else’s interests)
Privacy notice for job applicants continued

Where you have provided us with consent to use your data, you may withdraw this consent at any time. We will make this clear when requesting your consent, and explain how you go about withdrawing consent if you wish to do so. Some of the reasons listed above for collecting and using personal information about you overlap, and there may be several grounds which justify the school’s use of your data.

Collecting this information: While the majority of the information we collect from you is mandatory, there is some information that you can choose whether or not to provide to us. Whenever we seek to collect information from you, we make it clear whether you must provide this information (and if so, what the possible consequences are of not complying), or whether you have a choice.

How we store this data: Personal data we collect as part of the job application process is stored in line with our data protection policy. When it is no longer required, we will delete your information in accordance with our record retention schedule. You can request a copy of our record retention schedule from our data protection officer or via https://www.kngs.co.uk/wp-content/uploads/2018/06/GDPR-Policy-May-2018.pdf

Data sharing: We do not share information about you with any third party without your consent unless the law and our policies allow us to do so. Where it is legally required, or necessary (and it complies with data protection law), we may share personal information about you with:

- Suppliers and service providers – to enable them to provide the service we have contracted them for, such as HR and recruitment support
- Professional advisers and consultants
- Employment and recruitment agencies

Transferring data internationally: Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

Your rights

How to access the personal information we hold about you: Individuals have a right to make a ‘subject access request’ to gain access to personal information that the school holds about them. If you make a subject access request, and if we do hold information about you, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

You may also have a right for your personal information to be transmitted electronically to another organisation in certain circumstances. If you would like to make a request, please contact our data protection officer.
Privacy notice for job applicants continued

**Your other rights regarding your data:** Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe. You have the right to:

- Object to the use of your personal data if it would cause, or is causing, damage or distress
- Prevent your data being used to send direct marketing
- Object to the use of your personal data for decisions being taken by automated means (by a computer or machine, rather than a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations
- To exercise any of these rights, please contact our data protection officer.

**Complaints:** We take any complaints about our collection and use of personal information very seriously. If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance. To make a complaint, please contact our data protection officer. Alternatively, you can make a complaint to the Information Commissioner’s Office:

Report a concern online at [https://ico.org.uk/concerns/](https://ico.org.uk/concerns/)  
Call 0303 123 1113  
Or write to: Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

**Contact us:** If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer:

Clare Skinner via [enquiries@kngs.co.uk](mailto:enquiries@kngs.co.uk) or on 0121 675 1305 or in writing to Selly Oak Road, Birmingham B30 1HW