



In-School Support Officer

Hinckley and Bosworth Education Partnership is one of 5 inclusion partnerships covering the whole of Leicestershire, who work closely with schools to support the education of students who are disaffected with mainstream school provision and are at risk of permanent exclusion. Our area covers Groby, Charnwood, Bosworth, Earl Shilton, Market Bosworth, Hinckley and Burbage. The partnership is chaired by Matt Nicolle, Principal of Redmoor Academy and consists of an Inclusion Coordinator, Placement Officer, Admin and finance assistant, two teachers and a HLTA and is currently based out of Brookvale Groby Learning Campus with a teaching base in Glenfield.

The in-school support role is an exciting opportunity to work with students who are showing signs of becoming disaffected with mainstream education, offering mentoring and support and working with their school to remove barriers to learning and good behaviour and increase engagement. The role also requires ensuring periodic student reports are returned to HBEP from our external providers for students who are educated accessing alternative provision (programme management). The role will be based at Brookvale Groby Learning Campus but travel will be required to the different schools in our partnership and to the Glenfield site and therefore, a car is essential for this role.

The successful applicant will have excellent organisational and interpersonal skills and be able to build relationships quickly with students and staff at Hinckley and Bosworth schools in order to deliver appropriate and agreed interventions to individual and small groups of KS3 students identified by the schools.

If you wish to discuss this role further before applying, please contact Anne Tookey on 07920 522964.

In-School Support Officer

Salary: Grade 9 £25,485 – £27,666 pro rata – Actual salary £19,578 - £21,254

Tenure: Permanent

Hours of work: Part time – 33 ½ hours a week 38 weeks term time

Closing Date: 9am 29th October 2021

Application Review and Shortlisting: Monday 1st November 2021

Candidates notified of interview: Tuesday 2nd November 2021

Interview day: Friday 5th November 2021

Informal enquiries to Miss K Smith on 01455 230731, email: ksmith@redmooracademy.org

Application Procedure

Applications should comprise of:

- A completed [applicant information form](#).
- A statement indicating the reasons for applying for this post and how your training and experience is relevant.

Should you be invited for interview and have any particular requirements, please make these clear in your application.

Submitting Applications

[Applications](#) may be submitted by email to ksmith@redmooracademy.org or by post or in person for the attention of:

Miss K Smith, Redmoor Academy, Wykin Road, Hinckley, Leicestershire LE10 0EP.

Royal Mail – Postal Pricing System. Please ensure that postal applications carry the correct postage according to weight and measurement of the item, as items with insufficient postage will be held and delayed by the Royal Mail. Details of their pricing systems are available on www.royalmail.com or from a Post Office Branch.

Acknowledgement of Applications

Please note that we are unable to acknowledge postal applications. If you would like an acknowledgement please enclose a stamped addressed card or envelope, and place it at the front of your application. If you email your application you will receive an automated acknowledgement.

Shortlisting and Interviews

Shortlisting and interview arrangements are the responsibility of the recruiting department. Please contact Miss K Smith, email: ksmith@redmooracademy.org if you have a query after the closing date.

Outcome of Applications

Vacancies at the school often attract a large number of candidates and it is not always possible to respond individually to every application.



In-School Support Officer

Grade:	9
Area:	Hinckley and Bosworth Education Partnership (HBEP)
Accountable to:	Partnership Co-ordinator and Chair of Partnership
Areas covered:	Partnership Schools in Hinckley & Bosworth
Liaison with:	Schools, parents/carers, external agencies and alternative providers
Hours:	33.5 per week for 38 weeks term time 8.30am to 3.30pm (Mon, Wed-Fri), 8.30am to 4.30pm (Tues)

Job Summary:

- To support all schools within the partnership, working with identified students to prevent 'Permanent Exclusion' and full-time programme management.
- To develop an efficient and meaningful relationship with Sencos and pastoral staff within schools
- To provide guidance and support in partnership schools.
- To use Goodman's SDQ/Boxall to identify needs and set appropriate targets from the outset.
- To support students in an individual or group setting offering personalised interventions to meet their specific needs in school.
- To collate periodic reports from providers for ks3 and ks4 students and ensure the meet standards required for issue to schools and carers.
- To work in partnership with schools, external agencies and families by sharing relevant information and attending TAC, LAC and PEP meetings where requested to do so by the line manager.
- To attend and minute monthly Inclusion Forums when required. To monitor outcomes for students presented at the forum in for inclusion on the panel agenda.
- To assist with cover in the event of staff absence.

Main Duties and Responsibilities

- To work with schools to prevent students at KS3 from being 'permanently excluded'.
- To respond to the in-school support referrals made to HBEP through careful scrutiny of the referrals and liaison with appropriate school staff.
- To oversee the caseload referred to HBEP for in-school support and provide concise case notes to schools and updates for the panel.
- To write more detailed reports regarding intervention and outcomes should they be required.
- To work with students referred to the Partnership at Key Stage 3 and provide support at KS2 and KS4 interface where necessary
- To plan and deliver programmes and projects to individual and small groups of students.
- To work in partnership with schools to offer guidance and support on strategies to support the development of a student's social, emotional and behavioural difficulties, using

Goodman's SDQ/Boxall assessments, strategies and targets as well as any recommendations from the Inclusion Forum.

- To attend and record individual cases discussed at Inclusion Forums when required and monitor progress of ks3 cases and relevant PSPs in school.
- To assist with cover where necessary.
- To advise the school with regards to appropriate referrals to the Inclusion Forum and for in school support.

Pupil/Student Support

- To address social, emotional and behavioural issues through tailored interventions and projects either individually or in small groups.
- To promote the development of students' self-reliance, self-esteem and emotional resilience.
- To provide support for identified students in transition from one Key Stage to another.
- To maintain case notes on students when providing in-school support and be accountable to the panel meetings and HBEP team meetings.
- To attend meetings and reviews of students, sharing information and providing reports as necessary.
- To attend home visits at the discretion of the HBEP Co-ordinator.
- To support students by advising schools on the provision of a positive support framework within school and individual lessons.
- To understand and adhere to Partnership policies including Child Protection and Safeguarding and undertake relevant training.

Monitoring and Evaluation

- To keep up-to-date records on student progress and attendance to interventions for panel updates
- To contribute as part of a team to the organisation and development of Partnership arrangements including meetings and training.
- To share specified information with colleagues, schools and other relevant external agencies
- To complete HBEP data for the LEA.

Professional Development

- To take part in performance management and staff training according to departmental policies and procedures.

Other

- To undertake any other duties, which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions.
- To show energy, enthusiasm and genuine commitment to vulnerable students at risk of exclusion.
- To show initiative, flexibility and be a problem solver.
- To have excellent time management skills in order to maintain a full case load of in-school support cases.
- To work within rules of host school during visits.

This post is subject to enhanced DBS Check