

# High Tunstall College of Science



Inspire | Support | Achieve

Headteacher: Mr Mark Tilling

High Tunstall College of Science, Elwick Road, West Park,  
Hartlepool, TS26 0LQ

Tel: 01429 261 446

Web: [www.htcs.org.uk](http://www.htcs.org.uk)

Application Pack  
Student Assessment and Intervention Lead



HIGH TUNSTALL COLLEGE OF SCIENCE,  
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TS26 0LQ.

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11-16 Co-educational comprehensive, N.O.R. 1260 (Foundation Status)  
'A GOOD SCHOOL – OFSTED 2016'

**Student Assessment and Intervention Lead**  
**35 HOURS TERM TIME ONLY + 5 days**  
**Band 7**

**Are you an outstanding practitioner?**  
**Do you want to make a difference to the young people of High Tunstall?**  
**Do you have the skills to challenge our students to achieve more?**  
**Are you aspiring to become an Educational Psychologist?**

High Tunstall College of Science is seeking to appoint an outstanding Student Assessment and Intervention Lead. This role is pivotal in our development as a College and will be central to the continuing improvement that High Tunstall College of Science has shown.

This role will involve:

- Supporting the Inclusion and access to learning for all students within the college with a wide range of additional needs.
- Identifying students' needs and establishing appropriate support strategies by using a range of appropriate assessments to identify underlying issues and enabling students to be a success.
- Collaborating with colleagues and external agencies in planning, communicating and explaining appropriate support strategies.
- Liaising closely with educational staff to consider the needs of pupils and assisting in the preparation, development and implementation of evidence-based interventions.

Should prospective candidates wish to have an informal discussion about the role, please contact Fiona Stobbs, Senior Teacher- Inclusion.

Candidates are asked to complete fully a High Tunstall College of Science Application Form available on the College Website. You are asked to enclose a letter as part of your application of no more than 2 sides of A4 answering the following question:

***"How would you develop the High Tunstall Learner through assessment and intervention?"***

*The College is committed to safeguarding and promoting the welfare of children and to equality of opportunity. An enhanced DBS will be required.*

**Closing date:** Monday 2<sup>nd</sup> November 2020 at 12.00 noon.

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# A Message from the Headteacher

October 2020

Dear Applicant

I would like to thank you for showing an interest in the post of Student Assessment and Intervention Lead with in our SEND Faculty and if you decide to apply then you are taking the first steps in becoming a valuable member of my staff at High Tunstall College of Science.

I have been Headteacher of the College for over 10 years and see the inclusive, student centred approach paying dividends in terms of achievement and destinations. This was recognised by Ofsted in June 2016 when we received a "Good" rating for the first time in the College's history. Something we are very proud of and want to improve on.

As Headteacher I have three key principles in education, and these are as true for staff as they are for students. They are honesty, respect and equal opportunity. As a member of my team you will be treated with respect and given the opportunity to excel in your career and achieve your own personal goals during your time at the College. In return I expect all my staff to treat students with respect and give them a fighting chance in life by giving them all equality of opportunity by making sure all barriers to their learning are removed wherever possible. It will of course be the successful candidate's job to ensure this respectful and inclusive culture is adhered to in regards to students with additional and complex needs. This is a job for a person who truly believes in young people and the fact that every single student has a need to be met. The successful candidate needs to be committed to the whole and every student in the community of High Tunstall College of Science.

The third principle is as important as the others, if not more so. I believe that a successful educational culture is only possible when all in that community have open and honest discussions. I do not believe in shying away from the big decisions about student's education or the awkward discussions with staff regarding student performance. I actively encourage this robust dialogue so everyone knows their own challenge in ensuring the College improves even further.

The successful candidate will be joining a faculty that is central to our future success as a College and it is essential that students are at the heart of your philosophy. This post will be demanding in keeping up with the needs of our very talented and active students. As a College we continue to INSPIRE our students to engage in their studies with the correct level of SUPPORT which leads them to ACHIEVE their own personal goals in an exciting learning environment. We want you to be part of that inspiration and support as I am constantly amazed by the way our students engage in all the activities on offer. We are proud of their achievements and celebrate them all widely.

In November 2019 we moved into our fantastic new facilities, which have transformed the working environment for staff and students and we look forward to the future developments of the community resources.

In addition to the mainstream education provision at High Tunstall College of Science we have an additional resource provision for 20 students who have medical & physical difficulties and Autism. On site we also have an extensive provision for these students, individual support, hydrotherapy pool and personalised timetables to name a few. All our students that have an additional placement are a full member of the High Tunstall community and have a timetable that engages them in all or some of the mainstream timetable. We also host an additional resource provision for children with Social and Emotional and Mental Health issues within our alternative provision centre, "The Shine Centre". We pride ourselves in meeting the needs of all.

High Tunstall College of Science is a great place to work. Fantastic young people and colleagues who support each other are the key features of the College. We have developed our relationships with our parents/carers and the local community and believe that these relationships have blossomed over the last year. We want and desire to be the heart of the community and I am determined in this drive.

If you wish to find out more about High Tunstall College of Science I would like to encourage you to visit our website [www.htcs.org.uk](http://www.htcs.org.uk). If choose to apply for the post then I look forward to receiving your application.

Yours faithfully

**Mark R Tilling**  
**Headteacher**

# A Message from the Senior Teacher- Inclusion

Dear Applicant

Firstly, I would like to extend my thanks for the interest you have shown in becoming a part of the Inclusion Faculty at High Tunstall. You would be joining a rapidly developing and committed team of staff who work hard to inspire and support students in order that they achieve their full potential.

This is an exciting opportunity to join a team who are in a journey exploring new approaches and innovation to support and maximise learning opportunities for some of our most vulnerable students.

At the forefront of our philosophy is a desire to ensure that every child is provided with a broad and balanced curriculum with opportunities to learn in bespoke ways that are appropriate for each child. Our aim is to have students accessing mainstream lessons successfully but for those that have barriers to learning due to a range of SEND difficulties, we are committed to finding learning opportunities that will engage and develop them into well rounded individuals.

At High Tunstall, we have an additionally resourced provision for 20 students with medical and physical difficulties and/or autism. We also have an additionally resourced provision for students with Social, Emotional and Mental Health difficulties. We provide extensive support to these students along with a high number of students within the college with Education, Health and Care Plans. This post is to provide advice and guidance across the College through the use of assessments and interventions. The post holder will use knowledge of child psychology to inform best practice.

The successful candidate must have the ability to work with students with a wide range of difficulties. They must have the ability to use their knowledge of psychology to address students needs.

We are shaping out vision for the future and we are looking for an individual who will contribute to the care and challenge that we pose on our students.

If successful in the post, you will be expected to provide support across the whole college including academic, emotional and physical support.

Yours faithfully

**Fiona Stobbs**  
**Senior Teacher- Inclusion**

# General College Information

High Tunstall College of Science is a school that serves the community of North West Hartlepool and its surrounding villages. We are a truly inclusive college the governors and staff of HTCS strive every day to ensure that the very best education is provided for all.

At the heart of our ethos is the belief that it is our duty to inspire and support students, so that they achieve the very best that they can. This ambition has led to a dramatic improvement in the quality of teaching and learning across the college over the past 18 months. Every child has the right to be taught by teachers who are good and outstanding and to achieve this we provide comprehensive professional learning and development that is bespoke to the needs of individuals within the staff. The results of good teaching can be seen in all aspects of school life and therefore our attendance, achievement and behaviour have all improved.

Inspirational teaching is matched by the range of extra-curricular opportunities that are available for our students. These opportunities range from trips to New York to Top of the Bench Chemistry visits at the University of Teesside. These experiences are critical for the development of the students in our care and we try to ensure that all access as many opportunities as possible.

Inspiring teaching and opportunities can only be effective when placed within the context of a supportive curriculum and we pride ourselves on the breadth, challenge and quality of our offer. We offer a wide range of qualifications that prepare students for life post 16 whether they intend to follow an academic or vocational route. We are also confident that our KS4 curriculum will meet the demands of the new rigour in imminent changes to examinations and performance tables.

Our support goes beyond the curriculum and encompasses a wide range of systems and networks to help students navigate their way through college and adolescence. We are proud of the care and guidance that we provide for our most vulnerable students, but equally proud of the opportunities that we provide for our most able. This support, alongside quality teaching is helping us to close the gaps that are such an issue nationwide.

The High Tunstall community is based upon the principle that as a group of individuals we inspire each other and support each other, so that we all achieve. This principle underpins daily routines and practice, which has led to a community that is mutually respectful, offering an equal balance of support and challenge that leads to success for all.



# High Tunstall College of Science

## Student Assessment and Intervention Lead Job Description

### 1. INTRODUCTION

**NAME OF POST HOLDER:**

**Post Title:** Student Assessment and Intervention Lead

**Post Purpose:**

- To support the inclusion and their access to learning for all students within the college with a wide range of additional needs.
- Identifying students' needs and establishing appropriate support strategies by using a range of appropriate assessments to identify underlying issues and enabling students to be a success.
- Collaborating with colleagues and external agencies in planning, communicating and explaining appropriate support strategies.
- Liaising closely with educational staff to consider the needs of pupils and assisting in the preparation, development and implementation of evidence based interventions.

**Reporting to:** Senior Teacher for Inclusion

**Responsible for:** -

**Liaising with:** All College staff and agencies involved with key students

**Working Time:** 35 hours TTO plus 5 days

**Salary/Grade:** Band 7

**Disclosure level** Enhanced CRB

### 2. MAIN DUTIES

To work under the direct instruction of:

- The Senior Teacher for Inclusion to offer support and guidance in enabling all students to access learning.
- Produce assessments to identify students' needs and establish support strategies to enable success.
- Liaising closely with colleagues to consider the needs of students and assisting in the preparation, development and implementation of intervention programmes.
- Liaising directly with the educational psychologist, SENDCo and others to ensure information is shared appropriately.
- Providing feedback to pupils and parents/carers in relation to progress and areas for development
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.
- Supporting the evaluation and reporting of programmes and interventions undertaken.



<b>3. SUPPORT FOR STUDENTS</b>
<ul style="list-style-type: none"> <li>• Promote the inclusion and acceptance of all students</li> <li>• Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs</li> <li>• Provide assessments of students' needs.</li> <li>• Providing specialist support to a range of pupils who may have needs in the following areas: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental health and Sensory or Physical development</li> <li>• Providing feedback to pupils and parents/carers in relation to progress and areas for development</li> <li>• Develop and reproduce resources to enhance training and intervention programmes.</li> </ul>
<b>4. SUPPORT FOR THE TEACHER</b>
<ul style="list-style-type: none"> <li>• Be aware of student problems/progress/achievements and report to the teacher as agreed</li> <li>• Undertake student record keeping as requested</li> <li>• Assisting in the creation of Student Overview documents and Coordinated Support Plans.</li> <li>• Provide evidence and reports to support IPS and EHCP applications.</li> <li>• Liaising with education, health and other specialists and outside agencies to develop multi-agency approaches to support pupils.</li> </ul>
<b>5. SUPPORT FOR THE CURRICULUM</b>
<ul style="list-style-type: none"> <li>• Support students to understand instructions</li> <li>• Support students in respect of local and national learning strategies</li> <li>• Support students in using basic ICT as directed</li> <li>• Prepare and maintain equipment/resources as directed by the teacher and assist students in their use</li> </ul>
<b>6. SUPPORT FOR THE SCHOOL</b>
<ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person</li> <li>• Provide Inclusion specific support to colleagues</li> <li>• Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos/work/aims of the school</li> <li>• Appreciate and support the role of other professionals</li> <li>• Attend relevant meetings as required</li> <li>• Participate in training and other learning activities and performance development as required</li> <li>• Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes</li> <li>• Accompany teaching staff and students on visits, trips and out of school activities as required</li> <li>• Show a duty of care and take appropriate action to comply with health and safety requirements at all time</li> <li>• Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.</li> </ul>
<b>7. ADDITIONAL DUTIES:</b>
<p>Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.</p> <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>

**8. SIGNATURES:**

The college will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed \_\_\_\_\_  
Postholder

Signed \_\_\_\_\_  
(Headteacher)

Dated \_\_\_\_\_  
Postholder

Dated \_\_\_\_\_  
(Headteacher)

## Student Assessment and Intervention Lead

Attributes	Essential	Desirable	Assessment
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• Good standard of literacy, numeracy &amp; ICT</li> <li>• Psychology degree or equivalent recognised qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant recent Continued Professional Development.</li> <li>• Additional qualifications or training in working with young people, or within educational contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of undertaking research and evaluation proven work with young people</li> <li>• Experience of working with students with complex needs.</li> <li>• Effective communication between home and school</li> <li>• Evidence of working practices which demonstrate a commitment to the inclusion of children with special educational needs.</li> <li>• Direct experience of applying psychology in educational settings</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in 1:1 situations</li> <li>• Experience in mentoring</li> <li>• Successful involvement in collaborative project work.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Ability to work as part of a team</li> <li>• Understanding of how to support young people with complex needs and strategies to enable this to happen successfully.</li> <li>• Good understanding and up to date training in the safeguarding of young people</li> <li>• An understanding of the barriers to learning facing young people</li> <li>• Knowledge of a range of strategies to support student learning in the classroom</li> <li>• Knowledge of a range of strategies to help students overcome barriers associated with their need</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work under own initiative</li> <li>• Organised</li> <li>• Knowledge of psychology based assessments and intervention programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Letter of application</li> </ul>
<b>Skills &amp; Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Self-motivated</li> <li>• Good sense of humour</li> <li>• Flexible approach</li> <li>• Enjoy working with young people</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of ICT</li> <li>• Willingness to learn</li> <li>• Commitment to equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview</li> </ul>

# Making your application

- If you would like more information please contact Fiona Stobbs, Senior Teacher-Inclusion at the college or email [fstobbs@hightunstall.hartlepool.sch.uk](mailto:fstobbs@hightunstall.hartlepool.sch.uk)
- Curriculum Vitae is not required
- Candidates are asked to complete fully a High Tunstall College of Science Application Form available on the College Website
- You are asked to enclose a letter as part of your application of no more than 2 sides of A4 answering the following question:

***“How would you develop the High Tunstall Learner through assessment and intervention?”***

- We look forward to receiving your application by 12 noon on Monday 2<sup>nd</sup> November 2020, ideally via email to [hradmin@hightunstall.hartlepool.sch.uk](mailto:hradmin@hightunstall.hartlepool.sch.uk) or posted to Mr Mark Tilling, Headteacher, High Tunstall College of Science, Elwick Road, West Park, Hartlepool, TS26 0LQ.

*The College has adopted the principles of Safer Recruitment and will safeguard and promote the welfare of children and young people and expects all staff and volunteers to do the same. If successful, you will be subject to an enhanced DBS check.*