

DUCHESS'S

COMMUNITY HIGH SCHOOL

Recruitment Pack

Apprentice - Student Support

Fulltime, 37 Hours per week Level 3 Teaching Assistant
Closing date: Thursday 1st July 2021 at 1.00 pm



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WELCOME FROM THE CO-HEADS



We are thrilled that you are interested in joining the team here at DCHS. We took over as Co-Heads in January 2021 with an aim of DCHS being an educational centre of excellence based on the principle that effective relationships are the key to positive outcomes. We believe that first and foremost we as school staff are here to provide high quality teaching or support to students within our care, and in doing so we will create a place where students want to be.

We are looking for a team player who has a student centred approach. We have a considerate approach to staff workload and are committed to investing in staff to help them progress through their own career, and in doing so create a place where staff want to work.

We are passionate that the term 'community' within our title is significant and cannot be undersold or underplayed. We believe that every member of staff at DCHS should leave the community in a better position than the point they arrived here and ask that, if you are to join us, you share this belief. We believe that at DCHS, community works.

We have included everything we feel is important to share in this pack and we welcome requests from anyone interested in this position to contact us to visit in person, meet over a video call or chat on the phone about this opportunity.

A handwritten signature in black ink, appearing to be 'AS'.

Alan Rogers

A handwritten signature in black ink, appearing to be 'J.W.'.

James Wilson



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Student Support Apprentice (Level 3 Teaching Assistant)

This role will support the successful candidates to complete the Level 3 Teaching Assistant qualification full details of which can be found on the [Institute for Apprenticeships and Technical Education website](#)

There is a broad job description also available applicable to this post across Northumberland County Council which can be found [here](#).

JOB DESCRIPTION



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PERSON SPECIFICATION

All staff have a responsibility to work within the Safeguarding Policies & Procedures of this school so that all students remain safe. It is the member of staff's responsibility to keep up-to-date with all developments that link to Safeguarding.

Whilst any entry requirements will be discussed on an individual basis, a successful apprentice candidate for this post might be expected to have already achieved 5 GCSEs, including Maths and English, Grade C or above or 4/5 (new grading). For anyone without these maths and english qualifications there may be an expectation for additional assessments before posts are formally offered.

Successful candidates will be personable, professional in their conduct and able to hold appropriate conversations with all stakeholders they may be reasonably expected to come into contact with (staff, students and parents).

The successful candidates will be expected to behave as good role models, act with honesty and integrity, take part in team meetings; contribute to planning and class activities. Promoting Fundamental British Values through spiritual, moral, social and cultural development and positive behaviours are crucial in contributing to improved pupil progress and development.



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ROLE PROFILE

DUTIES/RESPONSIBILITIES:

- To support pupils both within the classroom and in bespoke interventions outside the classroom.
- To consider individual pupil needs and support colleagues to adapt the provision to ensure they are able to make positive progress in relation to their starting points.
- To act as a key worker for named pupils with school and maintain their pupil passport so all staff can identify their needs and successful strategies to use in supporting them.
- To engage with whole school systems and ethos including attending relevant training sessions and supporting with case team meetings for named pupils
- To engage with school Apprentice mentor and complete all required paperwork and external assessments as directed by the apprenticeship standards.
- Attend Keeping Children Safe in Education training and comply fully with safeguarding expectations
- Support and, where appropriate deliver, addition activities to support student wellbeing including lunch clubs and other extra curricular activities.



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DCHS - UNIQUE SINCE 1808

Founded in 1808 by the Duchess of Northumberland, DCHS was established on the principle of providing quality education for the children of Alnwick. Whereas the original school provided for around 20 students, the current school has a capacity of 1500. However the principle remains the same: providing quality education for the surrounding area.

The catchment of the school has also changed somewhat from the original school with a catchment larger than Greater London, we serve students from the hills of the Cheviots to the shores of the North Sea. We are proud to serve a diverse and unique catchment.

It is not just the catchment that has changed; in 2017 we moved into a new building just off the A1, which provides our community with outstanding facilities as well as access to the city centre of Newcastle in 30 minutes. It really is closer than you think! We have staff that travel from as far north as Berwick, as far south as Durham, and as far west as Hexham.



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An educational centre of excellence based on the principle that **effective relationships are the key to positive outcomes**

3 Broad Aims



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Community

We recognise the unique nature of our catchment and surrounding communities and actively seek to forge effective relationships that allow for community growth

Priority students

Priority students are first in all that we do. This ensures that the gap is not widened and that over time it can be diminished completely

Impact

Students are 'better off' for having spent time at DCHS.. We ensure students are prepared holistically for this step as well as academically

Relationships

All stakeholders work to build strong relationships that encourage positive behaviour and attitudes throughout the organisation

Curriculum

We constantly review the curriculum in place to ensure that it is meeting the intent statement aims of creating cultural capital, healthy democracy and allowing students to access all in the world

Teaching

The DCHS teaching principles allow us to ensure quality first teaching. Teacher Education sessions provide opportunities for all staff to enhance their own skill set and lead to effective outcomes

Our 6 Strategic Priorities

SCHOOL PRIORITIES



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TIME MATTERS	CPD MATTERS	SCHOOL PRIORITIES MATTERS	CULTURE AND ETHOS MATTERS	SYSTEMS AND PROCESS MATTER
<p>Email embargo: No emails are sent from Friday 5 pm until a Monday morning, no emails in school holidays, and not past 6 pm on weekday evenings. The only exceptions are for serious safeguarding matters</p> <p>Whole School Emails policy: No longer to be used. The staff bulletin should contain all key messages</p> <p>A rational approach to data: We have three data drops per year. All of the data is analysed for staff, freeing staff time and thinking to consider key actions. No meetings will take place during a data drop window</p> <p>A rationalised approach to marking: Staff are expected to mark according to dept policy</p> <p>School Building: Closes at 6pm each night, we encourage staff to find a worklife balance.</p> <p>Directed time: Directed time is built with staff at the forefront of planning</p>	<p>Department Time: This has been calendered more frequently. Departments are allowed to dictate the agenda for faculty time. It is very much for the middle leader to dictate the agenda, with a view that the meeting should focus on sharing subject expertise and enhancing subject knowledge</p> <p>Sensible use of Twilghted Time: We operate a training model whereby we work to a set number of twilights and trade this time to gain days off in lieu. During the twilight training, there is normally a short presentation then the remainder of the time is given to training</p> <p>Continuation of Virtual CPD: During lockdown we found accessing material online easier and often more engaging. We will continue to provide online CPD links</p> <p>CPD for all: CPD is not just about 'teacher education' we target specific CPD for those that request it during PD conversations. CPD is relevant and never to tick a box</p>	<p>Clear SLT messages: These seek to prevent ill communication and repetitive emails</p> <p>Effective use of briefings: Briefings focus on training staff and sharing important key/important messages</p> <p>Working with unions: SLT meets regularly with Union representatives within the school</p> <p>Resisting fads: DCHS seeks to keep things simple and focussed. Everything should come back to the School Priorities and the DCHS teaching principles</p> <p>Being flexible: Where possible we aim to meet the needs of family life, ensuring emotional and well-being are supported</p> <p>Nothing for Ofsted: We do nothing for Ofsted. Any inspection will catch DCHS in its daily form. We are Ofsted ready, not Ofsted compliant</p>	<p>Lesson Objectives: We do not use lesson objectives as a school. They waste invaluable time and dampen expectations. Lessons focus on big questions. The big question is the objective and the focus of the lesson</p> <p>Pedagogical approach: We emphasise that there is no preferred learning style, but traditional teaching methods; retrieval practice; the use of workbooks; co-planning; magenta principles are to be embraced</p> <p>Rationalising Revision: We hold a belief that the Autumn term is for teaching not revision sessions after school</p> <p>Open and Honest approach: We believe that sharing the issues that face the school in an open and honest way is beneficial to the end goal</p> <p>Staff wellbeing: We offer variety of 'wellbeing' tools including: access to specialist support, staff events, pastry briefings and the workload charter itself</p> <p>Staff recognition: We seek out opportunities to praise in person and have a process for staff to highlight the contribution of others</p>	<p>Toolkits: We create 'toolkits' for all procedures in school in order to free staff from the planning of key operational matters.</p> <p>Cycles: We publish a full terms 'cycle' in advance so staff can plan their time and know when deadlines are approaching.</p> <p>Centralised detentions: All detentions are centralised</p> <p>Avoiding roll-over: The school does not roll over its timetable during the Summer term. Instead, this time is used on core priorities and providing staff with extra training time.</p> <p>Open door approach: All leaders in school have an open door approach whereby anyone can seek support and/or catch-up.</p>



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SCHOOL CULTURAL FIT

Working in a school where you are not aligned with the culture is a miserable experience. So...we both need to have alignment if you work here:

- We work in a school where team members feel safe
- We believe in mutual trust and respect
- We believe that risks can be taken
- Team members 'get things done'
- We have clear roles and clear expectations
- We all learn (everywhere, all of the time)
- We actively support staff in using goal setting and coaching in order to surpass expectations
- Team members are aligned with school ethos
- Work has personal meaning, with clear and regular job satisfaction
- Team members feel they make a difference
- We care personally and challenge directly
- We believe that you cannot just wish teachers and students to be better – you have to create the conditions for them to grow
- No role in school is 'beneath' anyone. A mindset of seeking simple ways to serve the team



These are the 14 books that have helped shape our strategy



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WHAT NEXT...

Want to know more?

Please get in touch with [Karen Gregory](#) (PA to the Co-Heads) to arrange an appointment to speak to Naomi Hutchinson Director of SEND. We welcome site visits and/or virtual video calls.

Know enough already?

Please complete an application form and email it to [Karen Gregory](#), there is no need for a separate letter of application as this is included in the application form.

[DCHS Vacancies Page](#)

We want to thank you for your interest in this position

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