



The Collegiate Trust
Exceptional Education for All

Information for Applicants

- Academy** Riddlesdown Collegiate, Croydon
- Post** College Inclusion Co-ordinator
- Required** September 2019
- Salary** TCT Scale S21– S25 £22,424 – £25,000 pa plus TLR (pay award pending)
(£21,078 - £23,500 - Pro-rata, term time only plus TLR £2,667 pa)
- Term Time only (38 weeks)
- Closing Date** 9.00am on Monday 17th June 2019
- Interviews** Friday 21st June 2019



Riddlesdown Collegiate



Welcome

June 2019

Dear Applicant

Thank you for your interest in the post of *College Inclusion Co-ordinator*. I hope that this information pack will help you to learn more about our fantastic school and that you will be excited about the prospect of developing your career with us.

Riddlesdown Collegiate is an **outstanding** school (OFSTED, May 2016) with a clear vision to deliver successful outcomes and positive futures for all of our students. They are bright, well-motivated and a pleasure to work with, whilst our staff are talented, hard-working and ambitious for themselves and others. Our superb facilities enable us to provide the very best learning environment and learning experiences for our students and it is the combination of these factors that leads to the high academic standards and enviable reputation that *The Collegiate Trust* is known for. I am very proud of what we do and what we have achieved at the Collegiate and, as a *World Class School*, I hold the highest aspirations for what we will do and achieve in the future.

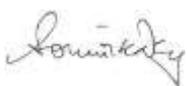
As a *College Inclusion Co-ordinator* you will be responsible for developing the quality of provision for students with Special Educational Needs (SEN), Children Looked After (CLA) and other students who are disadvantaged. This will require a clear understanding of SEN issues, student support strategies and effective professional leadership of a team of Learning Support staff (LSAs and HLTAs) to ensure that all students enjoy a rich learning experience and make or exceed expected progress. The person specification identifies the experience, skills and attributes we are seeking, but in short we are looking for:

- a confident role model with the ability to motivate and influence
- an individual with strategic and emotional intelligence
- an experienced and highly skilled colleague who has worked successfully to support students' learning and achievement

In applying to *Riddlesdown Collegiate*, you will need to understand our "small schools" model and your potential role within it. Our VALUES underpin the way in which we work and describe our high expectations and our emphasis on positive relationships across the Collegiate. Our motto, "*Learners of today, Leaders of tomorrow*", applies as much to staff as it does to students and it gives an indication of the significance we place on nurturing talent and leadership. I shall make a presentation to shortlisted candidates at the start of the interview day to illustrate our structure further and outline our requirements for all colleagues who work with us.

I would be delighted to receive an application from you if, upon consideration, you feel that this role may be right for you. To submit an application, please complete the form on our website, attaching where requested a statement of no more than two sides of A4, outlining clearly your vision for the post and how you meet the person specification. If you have any further questions about this post, please contact Fiona Langan, Assistant Principal, who will be pleased to speak with you.

Yours sincerely



Mr S Dey
Principal



Information about *The Collegiate Trust*

Our Trust works in the Crawley and Croydon, teaching children and young people from 3-19 years old and with a clear vision to deliver **exceptional education for all**. Such an education achieves excellent outcomes in pupil progress and attainment, a rich creative, cultural and physical learning experience, and great personal and social development for all pupils. We achieve this by working with and developing strong teams of staff in each school, under the direction of the Principal of the school and the *Local Governing Body* (LGB).

The Trust has grown out of *Riddlesdown Collegiate*, an **outstanding** (OFSTED, May 2016) secondary school in Croydon with almost 2000 students and over 200 staff. *Gossops Green*, in Crawley, was the next school – and the first primary – to join the Trust, followed by *Waterfield Primary* (also in Crawley) on 1st March 2018. A second secondary, *The Quest Academy* (in Croydon), joined on 1st June 2018 and two further primaries, *Courtwood Primary* and *Gilbert Scott Primary* (both in Croydon) joined on 1st September 2018.

Each school within the Trust is supported centrally by a designated *Director of School Improvement* on teaching and learning issues, the *Chief Operating Officer*, *Chief Finance Officer & HR Manager* on business management and HR issues, and the *CEO* on wider leadership issues. This complements rather than replaces in-school functions and allows the Principal and LGB to operate with a high level of autonomy in delivering the highest standards in their school. The LGB works to a *Scheme of Delegation* approved by the Trust's Board of Directors.

Key Information

We operate a “small schools” model – one school made up of a number of smaller learning communities, which we call Colleges, each with their own staff and facilities. Each College is led by its own Headteacher (who is an Assistant Principal) and has its own team of approximately 25 teachers and non-teachers, covering most curriculum areas. Students join one of the Colleges in Year 7 and remain there for five years before transferring to College VI, our specialist post-16 provision. In addition, the Creative and Performing Arts (CPA) College delivers specialist education to students across the Collegiate in Art, Drama, Design Technology, Media, Music and Physical Education whilst the MacKay College co-ordinates inclusion services to students with additional needs. Small teams, working with just 400 students each, allow us to provide even better pastoral care to all students, as well as engage with learners and their families in more effective partnerships. They also provide teaching across the curriculum and learning teams focusing on personalised approaches and best serving the needs of the individual students in their care.



Riddlesdown Collegiate is part of The Collegiate Trust and is an outstanding academy with:

- A successful “small schools model”
- traditional values and forward-looking approaches
- high standards of achievement at every Key Stage
- a strong commitment to the professional learning of all staff
- a very good reputation with and strong support from parents and the community
- a relentless focus on continuous improvement

You can find out more information about our school, and our Trust at the following websites:

www.riddlesdown.org

www.tct-academies.org

Our Values

Our ethos is to be a community in which all members are valued and value each other. We are the leaders of the Riddlesdown community, responsible for our learning and the Collegiate. We work together to maximise our own achievement and those of others. In applying for a post at Riddlesdown Collegiate, applicants should consider how they would promote our values in their day-to-day work with students, colleagues and other stakeholders.

- V**alue each other
- A**im high
- L**ead by example
- U**se and develop our talents
- E**xcel in our efforts
- S**tick at it



Our Students

The vast majority of our students join the Collegiate in Year 7 with above average attainment. Behaviour is outstanding and our students consistently demonstrate their desire to learn and to achieve. They enjoy coming to school (attendance is over 95%) and enjoy lessons where they can explore, investigate and feel challenged by their learning. They equally value the opportunities they have to learn outside of the classroom and we are proud of the extensive and varied extra-curricular programme that our students enjoy and benefit from. It is these additional, high quality learning experiences, together with a strong set of academic qualifications that we believe provides our students with the very best chances of success in their future lives.



"I still remember my first lesson. The students were incredibly enthusiastic. They were obviously used to being challenged and they were challenging me. It was just a really nice lesson."

Miss Barker
English Teacher

Care, Support and Guidance at Riddlesdown

Providing outstanding care, support and guidance is crucial to the success of students and to the overall effectiveness of the Collegiate. The first point of contact for the care, support and guidance of students is their Tutor.

The role of a Tutor is to monitor and support academic progress and social welfare by communicating effectively with students, staff, and parents. Effective tutoring is very much at the heart of the pastoral care we provide, seeking to ensure that all students can feel welcome, safe, valued and encouraged to excel in a wide range of opportunities, whether academic, sporting, creative or cultural.

The Senior Tutors provide support for the Tutors in a Key Stage. Should a student have unresolved difficulties, the Senior Tutor will address the issue, whether it is personal, academic or behavioural. A restorative approach is encouraged, especially when confronting incidents of bullying or intimidation, though disciplinary sanctions such as detentions and behaviour reports to support and improve behaviour will also be appropriate at times. The Senior Tutor will ensure that the rewards policy is implemented equitably within the College and will ensure that students are recognised and celebrated for outstanding pastoral achievement.

At Riddlesdown, we are proud that we offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, social and cultural development of students at the Collegiate and within society. This also prepares students for the opportunities, responsibilities and experiences of later life.

To further develop our delivery of outstanding care, support and guidance, we have devoted two sessions per week to Personal Development Time (PDT) and enrichment activities. This will allow students to focus their thoughts, feelings and opinions on topical events and current affairs, as well as developing their learning skills in sessions delivered by their Tutor. Weekly assemblies support and supplement students' knowledge and understanding of weekly themes and events, and are delivered by a variety of subject areas, Tutor Groups, and senior staff throughout the year.

Each College has a College Inclusion Co-ordinator who works closely with a team of Learning Support Assistants in enhancing the work undertaken with students who experience both learning and behavioural difficulties or with those in vulnerable groups, liaising with the Deputy Head of College who also monitors attendance and punctuality within the College, meeting on a weekly basis with the pastoral team and if necessary providing support for that team on other pastoral and disciplinary matters.

The MacKay College is the hub for the Collegiate SENd provision where support for students is coordinated by the Assistant Principal, Inclusion and the Collegiate SENCo. They work closely with and are supported by the team of College Inclusion Coordinators, Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs).

The MacKay College provides additional support and intervention to students. We have strong values to ensure the Collegiate operates as a fully inclusive school. The MacKay College provides a safe, positive, welcoming and respectful place for students to work and grow as "Learners of today" and "Leaders of tomorrow".

College Inclusion Co-ordinator

TCT Scale S21– S25 £22,424 – £25,000 pa plus TLR (pay award pending)
(£21,078 - £23,500 - Pro-rata, term time only plus TLR £2,667 pa)

Term Time only (38 weeks – 40 hours per week)

Purpose of the Post

To co-ordinate, analyse data, track and monitor the provision for SEN, EAL and Disadvantaged students within the College.

Reporting to:

Line Manager: Member of SLT within the College

Professional Lead: Collegiate SENCO

Principal Accountabilities

- To provide, with your College SLT, leadership, advice and support on the identification and appropriate intervention for groups of students
- To have an oversight of schemes of work and assessment materials, including examinations, to ensure they meet the needs of individual students.
- To co-ordinate the preparation and dissemination of provision maps with staff and parents, as appropriate
- To hold educational reviews for all students with EHCPs (Educational Health Care Plans)
- To provide appropriate care, support and guidance for all SEN / Disadvantaged students including care of students with physical disabilities
- To liaise with parents, carers and relevant outside agencies as often as appropriate and necessary
- To oversee the mentoring provision and intervention for all Disadvantaged students identified within the College
- To provide line management to the HLTA responsible for the mentoring provision and LSAs
- To analyse data, to review progress and provide necessary intervention using the support from the College team
- To ensure that Learning Support Assistants are deployed within the College and wider Collegiate to maximum effect when supporting students
- To support Directors of Learning in sharing of good practice when teaching different groups of students
- To lead on appropriate teaching and learning CPD within the College

Person Specification

College Inclusion Co-ordinator	
Qualifications	
1.	At least A Level (or equivalent)
2.	GCSE English & Mathematics
Experience	
3.	Successful experience of supporting students' learning and achievement in a secondary school, most likely as a LSA/HLTA or similar
4.	Significant experience of supporting students with SEN and other disadvantage.
Skills & Attributes	
5.	Ability to lead a team and manage the work and performance of others
6.	Highly organised with excellent time management skills
7.	Strong written and oral communication skills, including with parents and external agencies
8.	Compassionate and empathic
9.	Ability to manage multiple tasks at one time and operate to strict deadlines
10.	Ability and confidence to chair and coordinate meetings with parents and multi-agency professionals
11.	Ability to be flexible and responsive to changing situations both in school and the wider community involving students' needs and provision
12.	Demonstrate reflective personal characteristics and be able to continually seek positive outcomes for students with SEND
13.	Ability to maintain positive relationships with all SEND students, families and the professionals who support them

***The Collegiate Trust* is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the *Disclosure and Barring Service*. Appointment will be dependent upon further health, medical and attendance checks.**

How to find us

By Car

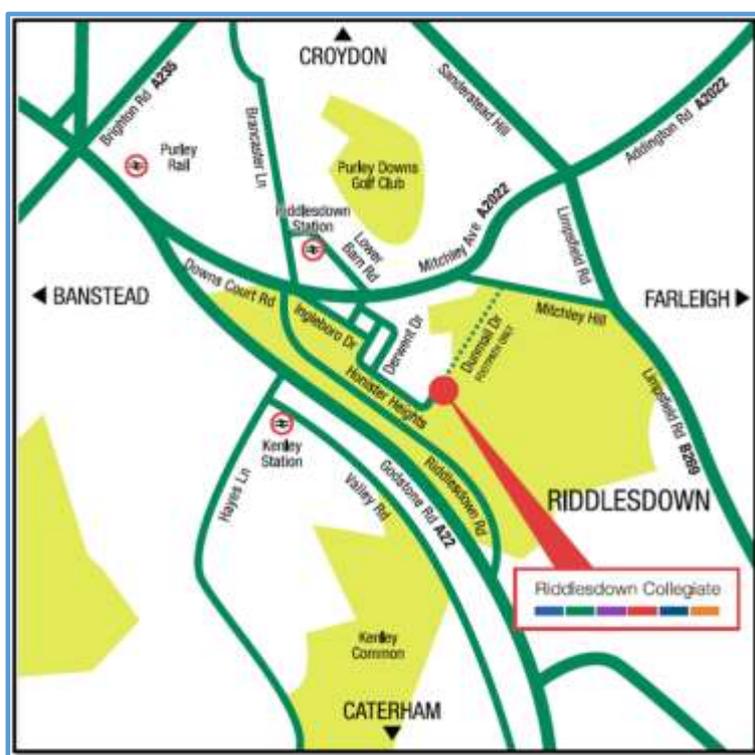
Please see the Map. Parking is available on and off site.

By Train

A direct train from Victoria to Riddlesdown station takes 24 minutes. Riddlesdown Station is short walk from the school. More frequent trains run from Purley Station, where a 412 bus can be taken to Lower Barn Road, leaving a 10 minute walk.

By Bus

Bus routes: 407, 412, 612



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