

TIBSHELF COMMUNITY SCHOOL



RECRUITMENT PACK

OUR GUIDE FOR
PROSPECTIVE EMPLOYEES

"AIM HIGH"



www.tibshelf.derbyshire.sch.uk - 01773 872391

Contents

Information about the school

School Improvement Plan

Staff Wellbeing

The Application Process

Job Profile

Person Profile

Workplan

Information about the school

Tibshelf Community School is a thriving, over-subscribed 11–16 secondary school, located in a stunning £17 million purpose-built site opened in November 2013. Serving a wide rural catchment across nine villages in North East Derbyshire, the school is home to over 830 students, with numbers exceeding the official PAN of 150 in every year group.

We are proud to be a school where **exceptional opportunities** are available to all. Our **outstanding curriculum** is enriched by a wide range of **superb experiences** that inspire ambition, creativity, and personal growth. We foster a **culture of high aspiration**, ensuring every student is supported to achieve their full potential, regardless of background.

Our inclusive ethos supports a diverse range of learners, including a significant proportion of students who are disadvantaged, have SEND needs, or are supported through EHCPs. We are committed to ensuring that every child thrives academically, socially, and emotionally.

Tibshelf is a **happy and supportive place to work**, where staff are genuinely valued, and wellbeing is taken seriously. We believe that a strong, motivated team is key to delivering excellence for our students, and we work hard to maintain a positive, collaborative culture.

Building on a legacy of **consistently ‘Good’** Ofsted judgements, we are very proud to have a highly successful inspection under the new framework in January 2026. The school achieved the **Strong Standard** in Personal Development and **Expected Standard** in all other categories. This is an excellent achievement under the renewed framework and we continue to work with ambition to gain the strong standard across the board.

Key Stage 4 Examination Results

	2023 %	2024 %	2025 %
English and Mathematics ‘Standard Pass’	62.4	62.2	66
English and Mathematics ‘Strong Pass’	39	39.2	45
EBacc ‘Standard Pass’	16.5	31.1	23
Attainment 8	44.53	43.24	44.21

Ethos

Ofsted commented that *“By putting pupils first, the school has created a culture of mutual respect that staff and pupils are proud to be part of. Pupils feel safe and know that staff will keep them safe”*. We believe that children thrive when they feel happy, secure, and inspired — and we place their safety and wellbeing at the heart of everything we do.

Tibshelf Community School offers **exceptional opportunities** both within and beyond the classroom. Our **outstanding curriculum** is enriched by a wide range of **superb experiences** that foster curiosity, creativity, and ambition. We are committed to creating a **culture of high aspiration**, where every student is encouraged to aim high and achieve their personal best.

Our inclusive and supportive environment ensures that all students feel safe, valued, and motivated. High levels of attendance and participation reflect the strong sense of belonging and enjoyment our students experience. We are proud to be a **happy and collaborative place to work**, where staff wellbeing is prioritised, and every member of the team is recognised and supported.

Our vision is to build on these strengths and continue to grow a dynamic, innovative learning community rooted in excellence, inclusion, and aspiration.

Governing Principle

“Working together to make our school even better.”

Mission

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We Aim High Through Our Unrelenting Focus On

1. The Learner is at the heart of everything we do
2. Learning is exciting, engaging and inspirational
3. Working together as a professional community to ensure best outcomes for all

Looking Ahead

I am highly ambitious for the school and its community. I sincerely believe that we can make our school even better. We are absolutely committed to attracting the very best staff to Tibshelf and fully supporting their ongoing professional development, with improving the quality of teaching and learning, our core purpose.

If you are excited at the prospect of playing a key role in this, we look forward to hearing from you.

Visits to the school prior to application are both welcomed and encouraged. Please contact Mrs Bev Wright to arrange an appointment - recruitment@tibshelf.derbyshire.sch.uk



Lucie Wainwright
Headteacher

Our School Improvement Plan

Alta Pete: Aim for the Highest

Governing Principle:

"Working Together to Make Our School Even Better"

Mission:

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We aim high through our unrelenting focus on:

The Learner is at the heart of everything we do

- 1.1 We aim high through our 'I can' culture building a climate of resilience to create independent 21st century learners
- 1.2 We aim high by having excellent practices for facilitating mental health and well-being
- 1.3 We aim high through developing an innovative KS3 curriculum that stretches, challenges and prepares independent learners for the increased demands of KS4
- 1.4 We aim high through developing a relevant KS4 curriculum that is accessible for all and develops independent learners as lifelong learners
- 1.5 We aim high to ensure that all learners achieve their potential and that all gaps are closed
- 1.6 We aim high through having the highest expectations of ourselves, each other, our school and the community

Learning is exciting, engaging and inspirational

- 2.1 We aim high through creating exciting, engaging and inclusive learning spaces
- 2.2 We aim high through challenge in our teaching to enable learners to be aspirational and make significant progress
- 2.3 We aim high through every lesson being challenging, exciting and engaging for all students
- 2.4 We aim high through ensuring that all our parents know what learning looks like at Tibshelf
- 2.5 We aim high through excellent professional development to ensure that all staff are experts in subject knowledge
- 2.6 We aim high by collaboratively working to deliver learning that enables students to be independent, reflective and resilient

Working together as a professional community to ensure best outcomes for all

- 3.1 We aim high by being cutting edge with new initiatives and legislation
- 3.2 We aim high through professionalism at all levels with a 'no excuses' culture
- 3.3 We aim high through using expert staff to develop others and actively promote an 'open door' culture
- 3.4 We aim high through collaborative working to highlight potential CPD
- 3.5 We aim high by ensuring that we have 'excellent' strategic and operational resourcing by having all staff (including Governors) in the right jobs with the right skills and specialist knowledge supported by outstanding CPD
- 3.6 We aim high through a rigorous Performance Management system linked to accountability and school improvement
- 3.7 We aim high by developing consistently excellent leadership at all levels across the school
- 3.8 We aim high through high quality services and products
- 3.9 We aim high through safe and secure working environments
- 3.10 We aim high through recognising the health and wellbeing of our staff to enable effectiveness, high levels of productivity and innovation

Staff Health and Wellbeing

We recognise the importance of ensuring that all staff at Tibshelf Community School enjoy a healthy work-life balance in order to ensure they can not only provide the best teaching and learning outcomes to our students, but that the school can promote a culture of progress and wellbeing at all levels.

We work hard offering a variety of initiatives, services and events to provide a well-rounded sense of wellbeing. A happy working life and career at Tibshelf Community School is supported by some of our key wellbeing initiatives including:

- Whole Staff Induction programme
- 1-1 personalised performance management/appraisal system
- Mentors for ECTs
- Exemplary CPD programme
- Leadership Development Opportunities
- Celebration Events
- Sports & social events
- Dedicated department bases for teaching faculties
- On-site parking
- Laptops with secure home-school access for all teaching staff
- Extended access to school during our wider opening hours
- Access to the canteen and dining facilities

In addition to the above, all staff members have access to complimentary medical and wellbeing support services including (but not exhaustive):

- Nurse support service
- Emotional support and counselling
- Workplace assessments
- Occupational health referrals for access to Physiotherapy and workplace adjustments

The Application Process

Closing date:	Sunday 21st June 2026
Proposed interview:	Week commencing 22 nd June 2026
Start Date:	4 th September 2026

Please apply via My New Term using this link <https://mynewterm.com/jobs/112949/EDV-2026-TCS-35372>

Shortlisted candidates may be subject to **online searches as part of our safer recruitment checks**. This is to help identify any incidents or issues that are publicly available and relevant to your suitability for the role.

Tibshelf Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff and volunteers are required to undertake a criminal record check via the DBS before they can be appointed.

Unfortunately, due to Safer Recruitment regulations, we are not able to accept a CV.

Job Profile

Job Title:	Teaching and Learning Assistant	Ref:
Job Family:	Support for Teaching and Learning	Job Grade: 7

Purpose of this role:

To enable pupils to access learning activities and structured programmes overcoming barriers to learning.

To support specific needs on a one-to-one basis.

Key relationships:

Line managed by a Team Leader; you will be formally accountable to the SENDCo.

To provide specialised teaching support to employees, pupils, parents, governors and other stakeholders as and when required.

Key result areas include:

To work flexibly within a specialised function within the school using own judgement and interpretation to make decisions.

It is essential for the post holder to demonstrate an ability and commitment to undertake a comprehensive range of specialised duties within the general level of responsibility of the post and to respond positively to alternative and improved methods of working.

To participate in staff induction.

To support the Team Leader by providing robust specialist information to support the student.

To deliver support for teaching and learning within the school to drive improvement.

Have the ability to build relationships and influence and negotiate with stakeholders based on specialised knowledge. Specifically with students with challenging behaviour and complex needs and their families.

To work occasionally with limited supervision.

To develop, create and maintain documents and record systems in accordance with legislative and school requirements.

To provide information and guidance as required to all stakeholders by a variety of methods.

To contribute to the development of the School Improvement Plan.

To maintain electronic and manual filing systems, document management and record keeping and undertake associated tasks including data entry within specialised functions within the school.

To be proactive in the communication process to ensure smooth running of the school, ensuring confidentiality at all times.

To provide an efficient, friendly, proficient and professional service at all times offering an extensive specialised service to the required standards offering sensitivity and confidentiality.

To reschedule planned activities to ensure that priorities are met.

To work under the guidance and overall supervision of teaching staff and/or the relevant Team Leader.

To allocate and monitor work of other members of staff.

To deliver programmes and monitor the pupil's response to the learning activities.

Modify and/or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.

To have the ability to plan and develop differentiated learning activities and have awareness of child development and learning.

To have the ability to accurately record and report on the development, progress and attainment of pupils.

To support and provide care and welfare for pupils who may have severe learning disabilities, SEN, complex difficulties, medical needs, behavioural and/or emotional difficulties or social development needs to enable them to participate in learning activities and implement structured learning programmes to enable them to develop relationships with others and to participate in learning activities.

Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the post.

General Responsibilities:

Job holders at this level carry out a range of tasks using knowledge of processes and procedures, with awareness of other activities as they relate to the job.

They manage their own work and that of others. They are responsible for specialised areas of work and manage these from start to finish. Communication and interaction are efficient and effective and ensures that objectives are met.

Confidentiality and Disrepute

You are required to maintain an appropriate standard of confidentiality at all times regarding any information you come into contact with pertaining to students, staff, volunteers or governors.

You are required to not partake in any action which the school deems to bring the school or any of its stakeholders into disrepute.

Equality and Diversity

Conduct yourself in accordance with the Equality Act.

Health and Safety

Ensure own compliance with School's Health and Safety Policy/Procedures and that of any resources you have responsibility for.

Risk Management

Contribute to risk awareness through carrying out of duties and raise issues where appropriate.

Safeguarding

Adhere to the school's safeguarding policy.

NOTES:

- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Director of Faculty or the Senior Management Team.
- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.

Workplan

Support an individual pupil with specific needs:

- Oversee and coordinate medical and educational support
- Organise and support transition visits/arrangements
- Oversee the completion of IEP/mentoring writing/recording and sharing of information
- Complete exam access arrangement logs with the assessor and ensure logs are completed
- Supporting the EHCP meeting process
- Ensuring EHCP targets are supported to be met
- Ensure appropriate feedback to key staff is communicated in a timely and relevant manner
- Track and review progress data and communicate with teachers to target underachievement
- Support social skills and timings
- Support and liaise with a range of external professionals; sharing information with staff
- Support accurate records of positive, negative and other noteworthy behaviours
- Oversee communications with parents
- Monitor and support inclusion of all aspects of school life
- Contribute to advice to teaching staff on inclusive practices
- Writing case studies where applicable
- Communicate regularly with the SENDCo and Deputy SENDCo to plan appropriate interventions to ensure continual progress
- Contribute to CPD and performance management where applicable

Person Profile

	Essential	Desirable	Evidence
Experience	<ul style="list-style-type: none"> • Working independently • Delivering outcomes • Driving improvement • Dealing with a range of stakeholders • Supervision of others 	<ul style="list-style-type: none"> • Working in a school environment • Minimum of two years' experience of working with children in an educational setting • Minimum of one years' experience of working with children 	<ul style="list-style-type: none"> • Application form • Certificates of achievement • Probing at interview
Skills and knowledge	<ul style="list-style-type: none"> • Organisation skills including prioritisation and planning own and others • Communication skills both written and oral • Listening skills • Accuracy and attention to detail • Ability to build relationships and influence • Proven track record of contributing to improvement • Ability to contribute to and undertake specialised practices • Ability to comply and work with school procedures and policies • Awareness and understanding of statutory policies and procedures affecting schools 	<ul style="list-style-type: none"> • Knowledge and understanding of the National Curriculum including the literacy and numeracy strategies. • First aid procedures 	<ul style="list-style-type: none"> • Application form • Probing at interview • Testing at interview
Personal Effectiveness	<ul style="list-style-type: none"> • To work effectively with all stakeholders • Initiative and judgement to resolve problems independently relating to their work and the work of others. • Supervise pupils effectively both in and out of school in line with the school's behaviour policy. • To complete work and plan work independently for their work, including classroom activities • Ability to help pupils transfer their learning to other parts of their lives. 		<ul style="list-style-type: none"> • Application form • Probing at interview
Qualifications	<ul style="list-style-type: none"> • Numeracy and literacy to GCSE level (minimum C grade) • Professional development 	<ul style="list-style-type: none"> • NVQ Level 3 in specialised area or equivalent 	<ul style="list-style-type: none"> • Certificates of achievement • Testing at interview

CHARACTER VALUES



Resilience



Respect



Positivity



Integrity



Community Spirit



Curiosity