



— ROYAL —
**WOOTTON
BASSETT
ACADEMY**



RECRUITMENT PACK

A global school in a local community

WELCOME FROM THE HEAD



Anita Ellis

Headteacher

Dear applicant

Thank you for your interest in joining our exceptional school. I believe it is exceptional in so many ways and I hope that you gain an understanding of us from our website, or from visiting us. Belonging to the Ascend Learning Trust, we value the following Trust statement **“Through a sense of ownership of purpose, value and beliefs, students in the Trust’s Academies will be supported to flourish and develop high aspirations for their education and personal development whatever their starting point.”**

Many visitors to Royal Wootton Bassett Academy describe a sense of calm, warmth and enjoyment when they visit us. Our school is vibrant, brimming with a real ‘can-do’ attitude around everything that we do. Our vision is centred around students and staff being “the best versions of themselves” and we are focused on how we develop our skills and resources to enable this to happen.

We live by our values of Respect, Well Being, Balance and Aspiration and they are embedded in our culture, all of which is very much balanced with encouraging our students’ academic success. We strive to develop the whole person through learning experiences and learning opportunities from great role models and we recognise that the learning process is as valid for the adults at our school, as it is for our young people. We live in a world of considerable challenge and we recognise that academic qualifications, as well as personal confidence are key to enabling future choices.

Inclusivity is celebrated here; for life, our school community but also within the classroom. Equity is also valued here and everyone is expected to play their part in ensuring that every young person has access to everything that we have to offer. Inclusion does not belong to specialist leadership roles, but to everyone and facilitating equity to all is something we prioritise.

We know our students and staff come to school because they love it, find it exciting, challenging and totally engaging. More importantly, they find our school to be a real community of supportive individuals, working together to improve the life chances for all. I look forward to meeting you, so that you can experience this for yourself.

A global school in a local community

WELCOME FROM THE CEO

Dear Applicant

Thank you for taking an interest in Ascend Learning Trust, where we pride ourselves on our core motto 'Together we Belong, Believe, Become'. As a community of schools, we strive to achieve this through our relentless commitment to our values of 'Compassion, Aspiration, Respect, Dedication and Integrity' for all of our students, with the potential of every individual within our community valued. As a result of our values, we strive to ensure that students receive an incredibly high standard of academic and pastoral care to enable them to leave school with the very best platform for their future. The schools within Ascend Learning Trust are a family, and as such they support each other to continuously improve, providing strength to each other.

As a mother of 3 children at primary, secondary and apprentice level, I know how important young people's school experience is and it is a privilege to lead an organisation whose purpose it is to support this. As the CEO of Ascend Learning Trust (from September 2023) I am fully committed, along with all of our staff to ensuring that each child's education is the very best that it can be.

This pack will give you details of the job description and list the main duties of the post, together with further details of the competencies (skills), experience, qualifications, knowledge and abilities required to do the job. It is important that you identify the competencies, experience, qualifications, knowledge and abilities that will be assessed by application form, as you will need to provide evidence that you meet these criteria.

References

We will require two satisfactory references before a job offer is confirmed; one of which must be your line manager / headteacher in your present or most recent employment.

If you are at school/college or are leaving university, please give details of the name and address of your Headteacher or tutor.

Please remember to check that your referees are actually available to provide a reference, as failure to do this could cause a delay in confirming your appointment.

All staff are required to undertake employment checks which include:

- References (for all staff and volunteers)
- Right to work in the UK (ID check)
- Qualification checks
- Barred List check
- DBS check (for all staff and volunteers)
- Childcare Disqualification check (primary only)
- Online Search checks
- Health checks

Yours sincerely

Jane Coley
Ascend Learning Trust CEO



JOB DESCRIPTION

The job description lists all the main duties of the post, together with further details of the competencies (skills), experience, qualifications, knowledge, and abilities required to do the job.

The criteria listed within the job description detail the areas which will be assessed at both application and interview. It is important that you identify the competencies, experience, qualifications, knowledge, and abilities that will be assessed by application form, as you will need to provide evidence that you meet the criteria.

All employees have the responsibility to:

- Ensure any documentation produced is to a high standard and is in line with the Trust brand style.
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, whistleblowing, confidentiality, and data protection, reporting all concerns to the appropriate person.
- Participate in training and other learning activities as required.
- Participate in the Trust Performance Management process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Promote the area of responsibility within the Trust and beyond.
- Represent the Trust at events as appropriate and as directed by the Chief Executive Officer.
- Support and promote the Trust ethos, vision, and values.



Student Manager

Job Description & Person Specification

Job Overview

We are looking to appoint an enthusiastic and inspirational, Student Manager to promote the emotional well-being and safety of our students in order to optimise their education and overcome barriers to learning. To support all students, parents and colleagues to achieve this aim.

- To cultivate a positive ethos for the Year Group, including the celebration of success, use of rewards and positive, role model behaviours.
- To build and maintain positive relationships that develop and enhance the students' academic, personal and social education.
- To act as the first point of contact for students, parents and colleagues and to facilitate positive working relationships between the home and school with accurate and effective feedback.
- To oversee and maintain exceptional professional standards in each Year Group, including the care and guidance of all tutors within each Year Group.
- To be responsible for upholding the Academy's Policies, in particular the Academy's Code of Conduct, Attendance Policy and Behaviour for All Policy.
- To lead on effective behaviour management strategies and action plans for students, to ensure the safety and emotional wellbeing of all students in each Year Group.
- To assist in maintaining rigorous standards of behaviour, adhering to the Behaviour for Learning Policy and as directed by the Leadership Team.
- To carry out IER and inclusion duties including reintegration meetings with parents.
- To encourage inclusion by managing and overseeing students with planned interventions and support programmes in school, this may include Alternative Curricula or reduced timetables.
- To inform, consult and liaise with the Head of Year, Deputy Headteacher and wider Leadership Team, and Tutors regarding students concerns and plan for action.
- To work with the Designated Safeguarding Lead on all aspects of Safeguarding, liaising with External Agencies, attending and supporting in Child Protection Conferences, Child Protection Review Meetings, Annual Review Meetings and Looked After Children Meetings, lead Core Group Meetings and act as a Lead Professional throughout the CAF process.
- To work with the Personalised Learning Team and SENCO on all aspects of SEND, EHCP writing, and LAC directed aspects, including participating in multi-agency meetings.
- To monitor and act upon attendance issues, including working with the EWS and carrying out SAMs with parents for action.

- To organize and monitor appropriate pastoral support and guidance, including writing individual education/behaviour plans, Early Help documentation, CAFs, DARTs, CSE Toolkits, PEPs, IBP and PSPs for identified and targeted students.
- To frequently update and respond to CPOMs.
- To assess, record and report on the development, progress and attainment of students with intervention strategies for identified students.
- To investigate incidences and ensure all records are accurate and adhere to GDPR practices.
- To support the Academy's QA practices, including contributing to the SIP and carrying out Learning Walks.
- To be responsible for creating and analysing data reports when required, including Behaviour, Attendance and Academic Progress reports.
- To liaise with staff and parents on the induction of new students to the school who arrive mid-year.
- To lead, organize, administer and promote student involvement in whole school initiatives, house competitions and school calendar year activities.
- To attend whole staff events and year specific events as and when they occur. These include parent consultation evenings, parent information evenings and any other such events on the school calendar.
- To supervise students at recreational times as required.
- To plan and organise Family Learning Events to build positive relationships between home and school. Targeting vulnerable and Pupil Premium students.
- Contribute to the training and support of new staff for the duration of their training period.

Qualifications:

- GCSE or equivalent in core subjects
- Recommended qualifications / training
- Basic Counselling Skills for Non-Counsellors (RELATE)
- Emotional Coaching
- Youth Mental Health First Aid
- Self-Harm
- E-Safety
- Adolescent Anxiety
- Radicalisation Awareness
- Allergy Wise Training
- Using CBT techniques in Adolescent anxiety
- Safeguarding and Child Protection training

Knowledge and Skills

Essential:

- RWBA and GDPR training
- Ability to remain calm under pressure
- Excellent personal skills
- Ability to motivate and persuade
- Ability to plan and manage own workload
- Excellent organisational skills
- Good IT skills, Must be able to use MS Excel, MS Word
- Advance knowledge and skills in the specialist area of dealing with students with SEN, EBD and social emotional and mental health behaviour.
- Experience of leading and advising on best practice in relation to positive behaviour support.
- Experience in Pastoral Management in a care setting (Looked after Child).
- Good knowledge of training practices and applications.
- Good knowledge of Safeguarding and other relevant procedures.
- Good knowledge of the relevant Regulatory Body Regulations.
- Knowledge and experience of working with outside agencies.
- To be able to demonstrate the ability to plan, implement and evaluate appropriate interventions to support raising achievement and progress.
- The ability to work well under pressure.
- The ability to work independently and as part of a team.
- Highly developed interpersonal skills and the ability to relate well to students and adults.
- Effective communication skills, verbal and written.
- Good IT skills.
- Good organisational and time management skills.
- Demonstrate a high level of initiative/to act or take charge of others.
- To demonstrate empathy/sympathy skills and be able to demonstrate diplomacy.
- To have sound listening/paraphrasing skills.
- To demonstrate intuition and reasoning skills.
- To uphold professional confidences and demonstrate sound discretionary skills where necessary

Management of people

- The Student Manager needs to manage the Year Group (approx. 300 students), support and promote the emotional welfare, safety and well-being of each student. This can be on an individual, small group or collective basis.

- The Student Manager must support and advise colleagues in relation to student concerns. This can be both proactive and reactive dependent on the situation.

Supervision of people

The Student Manager supervises students in the Internal Exclusion Room and checks work accordingly. The Student Manager supervises students during recreational times. The Student Manager supervises students during After School Detentions. The Student Manager supervises students on Trips and Activities.

Creativity and innovation

The Student Manager is often required to work autonomously, providing expertise in Crisis Management. This requires making immediate judgement calls and decisions to de-escalate crisis and minimise risk. An effective Student Manager demonstrates initiative in dealing with behaviour/welfare matters as they arise, drawing upon previous experience and expertise.

The Student Manager is required to organize events that facilitate links between home and school, including Family Learning Events.

The Student Manager needs to be confident in working both independently and autonomously. Identifying and signposting to external sources of support.

Contacts and relationships

The Student Manager needs to maintain a pivotal, professional role throughout the Academy and beyond on all aspects of the student in their care.

The Student Manager needs to maintain effective communication links with parents formally and as required informally, ensuring that all enquiries are addressed within 24 hours and frequently beyond school hours.

Decisions

a) Discretion –

The Student Manager is required to make decisions in the absence of the Deputy Headteacher and Head of Year.

The Student Manager must act in accordance with all school policies and procedures and relevant legislation, particularly in matters relating to Safeguarding, Child Protection and behaviour management.

b) Consequences –

The Student Manager is required to be the first point of contact and will often be expected to make decisions or form actions in the absence of the Deputy Headteacher and Head of Year. If decisions are not professional, accurate or logical, the consequences can be detrimental for a students' academic progress, personal wellbeing, physical and mental health. Working relationships between school and home can be irretrievably damaged, for other Professionals who require an accurate and objective view, inaccuracy or unprofessional conduct can cause legal consequences and actions at Multi Agency level.



Royal Wootton Bassett Academy

Royal Wootton Bassett Academy is an ambitious, oversubscribed and incredibly proud 11-18 school with 1,764 students on roll including 356 students in our very popular and successful Sixth Form.

The school is a proud member of the Ascend Learning Trust. Royal Wootton Bassett Academy is committed to inclusivity and equity for all.

We have embedded our approach to developing 'Growth Mindsets' across the curriculum and in the way that we approach everything that we do. We are a United Nations Convention on the Rights of the Child (UNCRC) school and the articles are embedded in our values led approach. We are also a UCL Beacon School for Holocaust and Genocide education.

Our Sixth Form Leadership Team and the School Parliament carry the 'students' voice' exceptionally well and as a result, they have impacted across our school in a variety of positive ways. We would welcome an application from fellow professionals who share these values and approaches, and this mind-set.

In December 2010, the school was awarded Outstanding in every category by Ofsted. They described our students as "...an absolute delight." and "in every area of the School they carry out exemplary practice."

In November 2013, the Academy was again awarded Outstanding in every category by Ofsted where they stated "Around the school, students are polite and courteous to each other, to members of staff and to visitors. Students listen attentively in lessons, and almost always respond rapidly to teachers' instructions". We belong to Challenge Partners and their external verification places us as 'Leading' in every category. The Lead Reviewer describing our school as "just brilliant". We are a reflective school and believe in empowering the individuals in our community through ongoing reflection and evaluation.

Royal Wootton Bassett is geographically situated in a pleasant location with Bath, Bristol, Cheltenham and the Cotswolds all within commuting distances.

Our Facilities

Our school was built in 2002 and as a PFI, it is maintained to a very high standard. Our students' artwork adorns the walls throughout the school, making the school a compliment to their creativity and abilities.

Our approach to inclusivity has meant that we have opened a new Inclusion Zone with 2 Pods. We use the phrase, "These places are sanctuaries, not sanctions" and they are fully operational places for therapies, a 'sensory room' and a quiet space to work. They are designed to enable students to access a variety of support and to re-set their mind-set so that they can carry on with their learning on the mainstream timetable.

A global school in a local community

We have fully equipped classrooms catering for all subject specialisms and we have a functioning Weights Gym. We also have a 280 seat Lecture Theatre and this year, we opened a new Sixth Form Extension to accommodate our growing Sixth Form.

Our Curriculum

Our Curriculum Intent places ambitious subject knowledge at its core, complimented by a deliberate focus on wider knowledge that appreciates difference, challenges stereotypes, and considers ethical dimensions in society. Our curriculum is inclusive and ensures all can access the knowledge and skills needed to become well-informed young people who are positive contributors to society. Specialist vocabulary sits at the heart of our academic curriculum and combines with our focus on literacy throughout the school. Our students are provided with the language and confidence to have their voice heard through a strong focus on literacy throughout the school, supported with specialist Reading Programmes.

We are proud to have a wide offer of choice for our KS5 students that includes A Levels, BTECs, DfE and EPQ, as well as Complimentary Studies that includes First Aid and Student Interventions. Our KS4 is exceptionally well balanced with over 25 subjects to choose from. We balance our approach pathways with EBACC, Open subjects, BTECs and an Alternative Baccalaureate (Alt Bacc) that includes BTEC Level 2 courses at local Colleges. In both KS4 & 5, we offer Work Experience too. In 2021 we adapted our KS3 pathways to widen the students' curriculum experience. In Year 8, students now choose a Curriculum Plus subject to give them the opportunity of experiencing a subject that they wouldn't otherwise be able to experience in KS3, for example Business, Sociology, Photography, PE Theory, or they can choose a subject they currently enjoy and want to develop further, for example a second MFL. In Year 9, we brought our KS4 Options into Term 6 and this has allowed students to begin their GCSEs prior to Year 10 and as much as possible we provide them with the teachers that would be timetabled to take them, thus improving their familiarity with expectations and basic knowledge.

Our Commitment to your Professional Development

We are committed to the professional development of all of our colleagues. We place a high priority on ensuring that our professional development is tailored and appropriate for staff at all career stages.

Our Early Career Teachers have access to the Ambition Training programme alongside weekly in-house professional development sessions led by specialists in different areas. All of our second-year teachers receive one to one coaching and take part in the Olevi Creative Teacher Programme. As teachers move through their career they are able to access programmes such as the Outstanding Teacher Programme, the Outstanding Leadership Programme, and the Outstanding Facilitator Programme alongside a full range of NPQs. We actively encourage staff to seek out further valuable developmental opportunities and we have a full and varied in-school professional development calendar including termly Twilight sessions, bespoke Learning Forums, and weekly CPD Bitesize briefings. If you work at Royal Wootton Bassett Academy, we are committed to supporting your growth as an educator and fellow professional.

Ascend Learning Trust

Welcome to Ascend Learning Trust, where we pride ourselves on our core motto 'Together we Belong, Believe, Become'.

As a community of schools we strive to achieve this through our relentless commitment to our values of 'Compassion, Aspiration, Respect, Dedication and Integrity' for all of our students, with the potential of every individual within our community valued.

Compassion

To always show kindness, inclusivity and empathy to each other and to encourage others to behave this way. To care for those around you and to consider the needs of all.

Aspiration

To 'dream big' and to set your goals with no limits. You work hard towards your goals and follow your dreams and always believe that anything is possible.

Respect

To treat everyone as you would always wish to be treated in both words and actions. This means listening to others, appreciating differences, showing kindness and always being considerate.

Dedication

Always try your very best to commit to and achieve all of your goals and never give up even when things are tough. Face challenges courageously and keep focused on your goals.

Integrity

Holding true to what you believe in and act in a way that shows this. Always be honest and if you are in the wrong accept feedback and apologise.

Our vision at Ascend Learning Trust is to create a sense of belonging for everyone. All our young people receive a holistic world-class education regardless of where they come from or their life challenges. They will leave their Ascend community with outcomes that opens doors to a fulfilling and successful future.





HOW TO APPLY

Please note CVs will not be accepted. You must complete the application in full giving details of all employment, training, and gaps in employment since leaving school.

Please ensure the closing date for applications is met, we cannot be held responsible for lost or late applications. Due to the large number of applications is it not always possible to respond to each application but we aim to respond within two weeks of the vacancy closing date.

If you would like to arrange a visit to the school, or for more information about applying, please contact the recruitment team on 01793 781485.

Applications should be submitted directly via MyNewTerm, you can access our careers page using the following link:

[Royal Wootton Bassett Academy MyNewTerm](#)

