



THE STONEHENGE SCHOOL



REDWORTH FOCUS CENTRE Application pack

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WELCOME FROM THE HEADTEACHER

At the Stonehenge School we believe that there is no limit to any student's potential. We aspire to develop a positive learning community in which effort, participation and achievement are valued.

Striving for excellence, we aim to create an outstanding school where students are happy, healthy and given opportunities to exceed their expectations. Enriched by history and culture, Stonehenge is a school for the future.

The school is increasingly popular and to cater for a growing roll we moved into our £6.5 million new build in 2019 that provided an extension to the school, allowing our full number on roll to eventually grow to 1120 pupils. In September 2023, we also moved into the second phase in our redevelopment, which replaced older facilities in the school. Applications for entry into Year 7 have been over-subscribed in each of the last three years and we are expecting the same this year.

The school community is important to us, meaning that we have strong relationships with our students, and a collegiate supportive atmosphere within staff.



PERSONALISED PROVISION

The Stonehenge school provides students with the opportunity to study a wide spread of subjects throughout Key Stage 3 and 4, providing full access to the National Curriculum with coverage of the full Ebacc at Key Stage 3, including 3 languages and a full range of arts subjects.

At Key Stage 3, key skills and knowledge are assessed using our 'I can' system, allowing teachers and students to keep track of their learning and progress. Students are given the flexibility and ownership to design their own option choices towards the end of Year 8, meaning that students study the curriculum that they choose, whatever their ability, allowing them to fully realise their

Striving for excellence, exceeding expectation.

future aspirations. At Key Stage 4 students are offered the full Ebacc, and the importance of taking a humanities and a language is discussed with parents as part of the options process. A variety of vocational courses are also offered to allow for development towards particular careers, or the pursuit of individual interests.

PREPARING FOR THE FUTURE

Qualifications are highly important, and our examination results reflect our commitment to this. However school is also about preparing students for their future career and roles in the larger community. Students are offered many opportunities to develop team working and leadership skills. The prefect team in Year 11 is led by the Head Boy, Head Girl and their deputies. Students can initiate projects and share decision making through an active School council.

Careers guidance is provided throughout all years. A large number of students enjoy taking part in activities throughout the school year, including drama productions and musical concerts. We have excellent sporting facilities on site and at Amesbury Sports Centre, and run many sports teams and offer a number of extra-curricular sporting clubs, including rugby, basketball, netball, hockey, football and cricket. Trips and visits are run regularly; Year 9 can visit Pencelli Activity Centre in Wales and current trips planned include food trips to Normandy, outdoor pursuits in the Alps, and Geography trips to Iceland. There are regular Geography field trips, annual whole school cultural capital trips and the Languages department arrange annual visits to France or Germany.

The latest Ofsted inspection took place in April 2017 and concluded that... “The Stonehenge School continues to be good” and that “pupils are great ambassadors for the school. They are smart, polite, respectful and a joy to talk to”.

A recent evaluation by the Local Authority reported that ‘there is a positive and respectful school culture where the staff know and care for the students’ and the ‘leaders have a clear consistent vision which is realised through strong, shared and owned values and practice’, and praised the emphasis that we place on developing our staff.

I look forward to welcoming applications from you,

Carole Dean

Our Behaviour Philosophy

At The Stonehenge School we believe –

- Every student has the right to learn and achieve his or her best.
- Everyone has the right to come to school and feel safe. This means they should not be in fear of physical harm, threatening behaviour, bullying, discrimination or harassment.
- Everyone has the right to come to school in the knowledge that their property will be respected and not damaged or interfered with.

The Stonehenge school prides itself on its sense of community and strong ethos of mutual respect and these are nurtured through our relentless commitment to providing a supportive environment to learn. Our school mission is to create good citizens, within a community where:

- We model respect and compassion for all
- We celebrate diversity
- School rules are fair, clear and consistently applied
- The school is a good neighbour and has a positive role to play
- Traditional values are evident in all aspects of school life

The Redworth Focus Centre

The majority of Stonehenge School students are keen and able to learn and display a positive attitude to learning on a day-to-day basis. However, a minority of students can sometimes struggle to meet our behaviour expectations, either because they have not sufficiently learnt how to regulate their behaviour, or due to external influences creating barriers to behaviour for learning. Sometimes the barrier can be linked to attendance.

The Redworth centre provides these students with a learning facility that continues their mainstream education whilst also offering them an opportunity to reflect on their behaviour. The aim of any time out at the Redworth centre is always to return to the main classroom as soon as possible.

A child may be referred to the Redworth centre for:

A one off serious incident that does not cross the threshold for exclusion

A short reintegration period following an exclusion.

Persistent refusal to follow uniform expectations

Persistently disruptive behaviour that undermines the good order of the school.

The Redworth Centre is immediately adjacent to the school and in a small group environment, students complete their studies away from the distractions of the main school. The length of their stay in the Redworth is dependent on the reason for the initial referral, and progress towards set targets. Some students also benefit from a blended model with a mixture of Redworth and the main school.

Focus Centre Manager

Start Date: 1st September 2024

Salary: Grade H, point 17-17 (actual salary £23,814 - £25,219 pro rata per annum),

Term time only, 39 weeks per annum (including 5 TD days across the year).

37 hours per/week: Monday to Thursday 8.00am – 4pm, Friday 8.00am – 3.30pm with a 30 minute unpaid break

Closing Date: Monday 3rd June 2024 at 9am

Our Redworth centre is a well established support base that has recently been updated and modernised. We are seeking to appoint a Focus Centre Manager to supervise and structure the school day of pupils who have been removed from the main school to receive more individualised support. The centre manager will coordinate the work of the supporting Pastoral Manager dedicated to the centre, as well as facilitating the work of the teaching staff that visit the centre.

The successful candidate should have experience of working in a behaviour focused role with the ability to manage and motivate students whilst ensuring that the school's behaviour policy is adhered to.

This is an exciting opportunity to further develop the excellent provision that offers students who struggle with the expectations of classroom learning, the support they need to access mainstream education. If you have a can-do approach and a passion for raising the expectations and achievement of students, then you are encouraged to apply.

A strong commitment to inclusion and equality is essential to the post. This is a non-teaching role. Please see the job specification for further requirements. A comprehensive training programme will be provided to support and develop the successful candidate. Informal visits to the school are welcome.

Please apply via a letter outlining your skills applicable to the role and reasons for applying, and an application form. Application form and further details are available from the school website and should be returned to Mrs D Harker, The Headteacher's PA, The Stonehenge School, Holders Road, Amesbury, Wiltshire, SP4 7PW.

Email: harkerd@stonehenge.wilts.sch.uk

JOB DESCRIPTION

REDWORTH FOCUS CENTRE MANAGER

Responsible to: Deputy Headteacher

Responsible for: To develop, co-ordinate, deliver and quality assure a programme of Alternative Provision for targeted group of vulnerable students at KS 3 & 4.

Key Tasks

To develop, co-ordinate, deliver and quality assure a programme of Alternative Provision in the Redworth Focus Centre for a targeted group of vulnerable students at KS 3 & 4

To manage all aspects of the day-to-day operation of the Redworth Centre to include:

- Co-ordination of all staff allocated to the programme.
- Organisation of effective group/individual teaching/learning programme.
- Liaison with DHT and AHT in relation to curriculum coordination and implementation
- The monitoring of progress of all students.
- Liaison with Parents/Carers.
- Organisation and co-ordination of multi- agency support.

Main Duties

- Provide high quality management of the Redworth Focus Centre programme.
- Co-ordinate all aspects of the provision relating to the operational management of RFC.
- Adopt and implement quality assurance procedures to maintain good outcomes for all.
- Effectively manage the behaviour of vulnerable students in order to prevent exclusion and disaffection from mainstream provision within the RFC.
- Compile all necessary monitoring reports for SLT and to ensure the effective transfer of data between the provision and our local schools.
- Monitor attendance and curriculum outcomes for students.
- Monitor the assessment system for each student.
- To monitor individual progress and set targets for improvement on a daily/weekly basis.

- To provide a system for the accurate recording of attainment/attendance/behaviour to the required standard and ensure that statistical data is readily available for monitoring and evaluation purposes.
- Promote and support the inclusion of all pupils in the learning activities in which they are involved, using behaviour management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures.
- Recognise and respond effectively to any equal opportunities issues which arise, eg by challenging stereotyped views, bullying or harassment, following relevant policies and procedures.
- Attending and contributing to Inclusion meetings as appropriate.
- Maintaining regular contact between RFC and home as appropriate; establishing constructive links with families / carers, exchanging information; keeping them informed and facilitating support for their child.
- Ensuring that record keeping in relation to individual casework and team activities is maintained to the required standard and statistical data is readily available for monitoring and evaluation purposes.

Supervision & Management

- The jobholder does not have full regular management responsibility for staff but provides guidance and direction to Teaching Assistants.

Creativity & Innovation

- The jobholder regularly contributes to the planning of lessons and other learning activities and uses a variety of interpersonal skills and strategies to deliver effective lessons and to establish supportive and positive relationships with pupils, parents and carers

Key Contacts & Relationships

- The jobholder coaches and mentors pupils, and formally delivers lessons to them. There is a regular need to tailor communication to the needs of the pupils.
- Other key contacts are with other school staff, parents and sometimes professionals from outside the school who are involved with particular pupils.

Decision Making

- There will regularly be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the jobholder must select the appropriate decision.

Resources

- The jobholder is required to use resources with care but is not personally accountable for the security of physical or financial resources.

Working Environment

- The work involves standing for extended periods and also bending/crouching/stretching at times.
- There is regular background noise. There is extensive contact with students and also contact with parents.

Knowledge & Skills

- In order to undertake the range of advanced tasks the jobholder requires detailed knowledge and skills in matters such as the school curriculum; the age-related expectations of pupils; the main teaching and learning support methods and relevant testing/examination frameworks.

Other Duties

The postholder may be required to perform duties other than those given above. These may vary from time to time without changing the general character of the duties or the level of responsibility. Such variations would not justify the re-evaluation of this post.

All staff have a responsibility for their own health and safety and for that of others who may be affected by their acts or omissions. Staff are required to adhere to all health & safety regulations, guidance and procedures at all times.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS clearance will be required.

All appointments are subject to satisfactory references, police and health checks.