



# Recruitment Pack

**PHASE MANAGER - WELLBEING  
DECEMBER 2022**



**The Halifax Academy**

[www.thehalifaxacademy.org](http://www.thehalifaxacademy.org)



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At The Halifax Academy we have the courage to do things differently. Our ground-breaking approach to education takes children through five phases from reception to year 11, creating a fully integrated school journey from ages 4- 16. This is your chance to join a friendly, community- focused through school and founding Academy of the Impact Education Trust, helping us to shape the future of education.

The position of Phase Manager - Wellbeing offers the right candidate, an opportunity to take the lead in managing and delivering pastoral support to all Primary students. As a team we epitomise the Academy's 'Heart. Mind. Connect.' values and seek to help our students make moral, spiritual and intellectual sense of the world.

We are a high performing team with strong values, work ethic and mutual sense of purpose. We care about the little things, enjoy supporting our students and share unrelentingly high standards. We are incredibly proud that our school has been awarded the Investors in People Platinum Award - the only through school in the country to attain this level.

We are looking for someone who can bring something special to our school. Someone who is enthusiastic and a reflective practitioner with a passion for teaching and learning.

The Halifax Academy is a different kind of school and we are looking for people who are committed to exploring new approaches, and reshaping education.

As Headteacher of our through school, I genuinely believe (and constantly remind the students) that I have the best job in the world. If you would like to be able to say that too, then this could be the role for you.

Matt Perry  
Headteacher

# The Halifax Academy has three key values; Heart, Mind, Connect



## Heart



### Creativity

Creativity is mistakes  
- Grayson Perry



### Self Worth

You are your best thing  
- Toni Morrison



### Kindness

If you find it in your heart to care  
for somebody else, you will have  
succeeded - Maya Angelou



## Mind



### Effort

Quality is never an accident. It is  
always the result of intelligent  
effort - John Ruskin



### Understanding

Nothing in life is to be feared, it is  
only to be understood. Now is the  
time to understand more so that  
we may fear less - Marie Curie



### Wisdom

Never mistake knowledge for  
wisdom. One helps you make a  
living, the other helps you make a  
life - Eleanor Roosevelt



## Connect



### Courage

You must never be fearful about  
what you are doing when it is  
right - Rosa Parks



### Changing the World

No one is too small to make a  
difference - Greta Thunberg

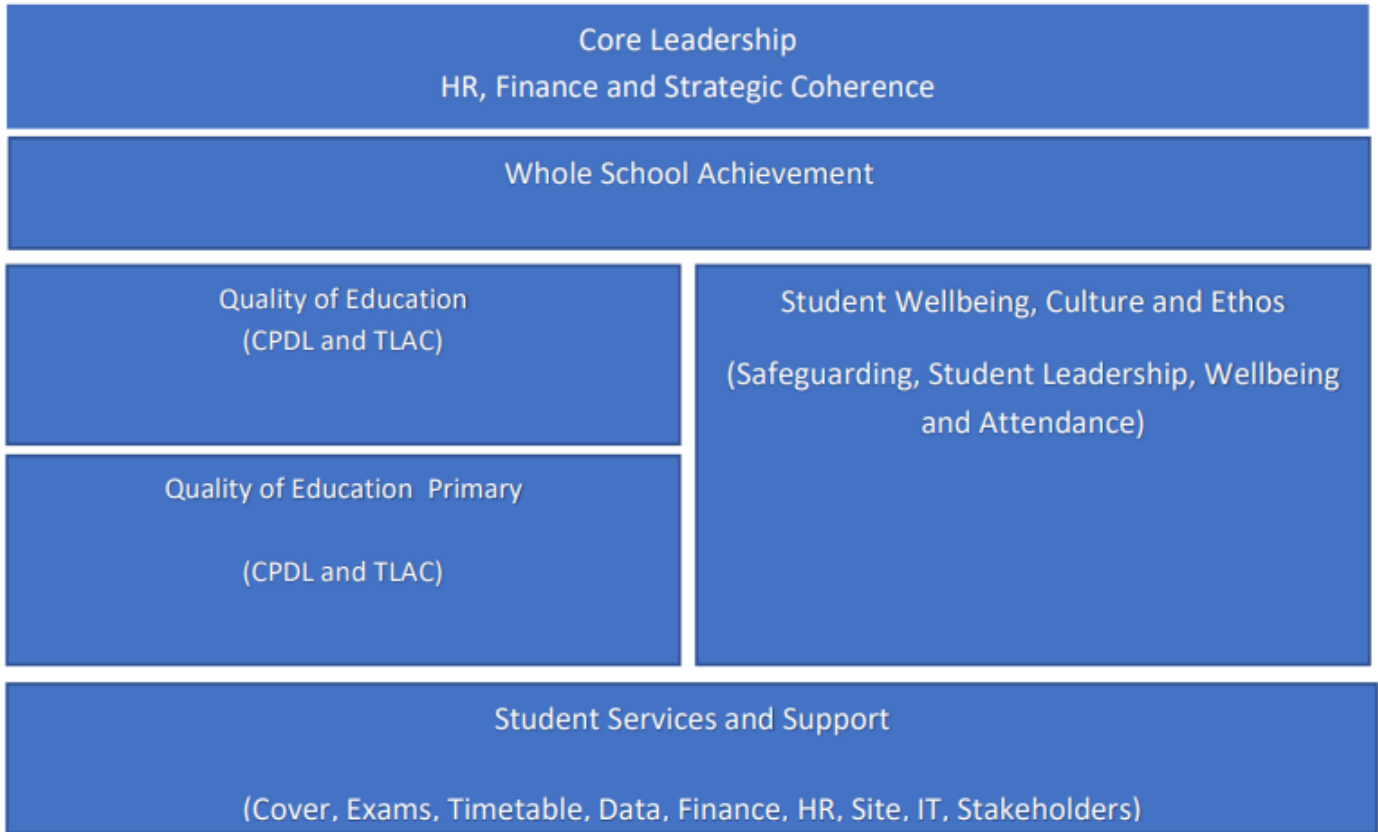


### Advocacy

I raise my voice - not so I can  
shout, but so that those without  
a voice can be heard -  
Malala Yousafzai



# Our Approach to 4 - 16 education



Humanities and Communications	STEAM	Performance	Inclusion	Primary
<ul style="list-style-type: none"><li>•English</li><li>•Geography</li><li>•History</li><li>•RE</li><li>•Languages</li><li>•Business Studies</li></ul>	<ul style="list-style-type: none"><li>•Science</li><li>•Mathematics</li><li>•Computing</li></ul>	<ul style="list-style-type: none"><li>•Art &amp; Design</li><li>•Photography</li><li>•Technology</li><li>•Music</li><li>•PE</li></ul>	<ul style="list-style-type: none"><li>•Impact</li><li>•Accelerator</li></ul>	<ul style="list-style-type: none"><li>•Phase 1</li><li>•Phase 2</li><li>•Year 6</li></ul>



# Teaching & Learning at The Halifax Academy

## Voice

Talk is important at our school where pupils are encouraged to find their own voice to change the world. We teach pupils how to speak with clarity and conviction, how to listen carefully and how to take part in powerful and productive conversations. Talk infuses every aspect of our school curriculum whether that be storytelling, role play, performing or listening carefully to each other. We enable pupils to learn about what matters, and to understand how to effect real change in their school, their community and the world.

## Coaching

Coaching lies at the heart of our professional development. We provide staff, across all roles, with the time and space to take part in meaningful professional conversations. The ability to reflect on what we do and how we do it, and to collaborate with our peers, drives our approach to school improvement, and in particular to classroom expertise. We know that however excellent our current approach, we can always improve.

## Subject Specialism

We use every opportunity to connect students with subject specialists both inside and outside the school. The through-school approach helps us to offer students the chance to see their learning through the eyes of experts and to experience learning which has been developed and delivered by specialists.

## Creativity

We are a school that loves art and see creativity as a vital tool for developing imagination, building relationships, exploring the world around us and encouraging problem solving skills. Our art curriculum has been developed by specialists and is delivered across all year groups by our highly successful team of practitioners. Pupils are supported in taking risks, giving and receiving feedback and producing beautiful outcomes.

## Wellbeing

Our curriculum teaches pupils to be well in mind and body, and to build happy relationships with others within the school and wider community. We encourage students to collaborate with each other and teach emotional intelligence and empathy. We connect pupils with nature through carefully designed outdoor areas and through the use of natural learning resources throughout the curriculum. We care about staff wellbeing and work hard to make sure teachers are happy and thrive.

# What we are looking for....

We are committed to the ongoing development of our staff and believe in developing leaders at all levels, in all roles. Valued, our professional learning review, is built around our values of Heart, Mind, Connect, allowing individuals to drive their own learning. Staff take ownership of their development through self-evaluation against professional standards and by using The Ethical Leadership Framework as a tool for positive behaviours. We want all colleagues to be inspired and supported to realise their full potential.

## CREATIVITY

### Living out our values - MIND

- We will develop our problem solving skills and resourcefulness to enable staff and students alike to challenge themselves, release their creativity and achieve to their full potential.
- We will provide opportunities to stretch individuals in order for them to take responsibility for their own learning and develop independent thought, in order to take on different and challenging roles within our school and communities.
- We will ask questions and learn from one another and develop our critical analysis skills to make sound, reason-based decisions and judgements.

• **DEFINITION** Ability to adapt to and work with a variety of situations, individuals and groups - able to think on your feet and not being disconcerted or stopped by the unexpected.

• **WHY IS IT IMPORTANT?** To respond to the different and changing demands and work across a range of activities, now and in the future. Flexibility in interpreting rules, procedures and policy to ensure the needs of both staff and students are met to maximise their contribution.

## BELIEF

### Living out our values - CONNECT

- We will provide clarity of vision which will enable us to develop shared goals with everyone feeling empowered to pass on their skills and knowledge to the benefit of the wider community.
- We will develop inspiring leaders with the emotional intelligence to work collaboratively with and respect people from a diverse range of cultures and backgrounds.
- We will ensure everyone is part of the team with clear roles and expectations.

• **DEFINITION** This is about encouraging, inspiring and supporting others to develop self-belief and the capability to help them realise their full potential. It involves being totally clear with others about what has to be achieved, to what standard, by when, within what budget (where appropriate), and then making their accountability for making it happen clear.

• **WHY IS IT IMPORTANT?** Leaders are responsible for ensuring their teams understand what is required and why, for providing or arranging appropriate support and coaching and delegating appropriately so that individuals are confident to take on more responsibility. It is important to ensure objectives are achieved and that everyone is doing their job to the required standard. A key part of the success of the school is managing poor performance when this is not happening.

## COURAGE

### Living out our values - HEART

- We will expect and value integrity and people should feel safe to speak up for what they believe and know their voice will be heard.
- We will develop a keen sense of what is right and wrong and seek to tackle injustice wherever we find it, whilst ensuring we are tolerant of different views.

• **DEFINITION** This is about having the belief in one's ability to do the job, providing opinion or judgement when necessary and being prepared to take a decisive course of action.

• **WHY IS IT IMPORTANT?** This behaviour is particularly important to those jobs where individuals are placed in challenging circumstances and where their opinion or advice may be questioned. It enables individuals to stand their ground and to work independently without constantly referring to others for advice. Individuals who demonstrate courage are prepared to take on new or different challenges in their role. Courage is about having confidence in one's knowledge and ability and the resilience to do difficult things because it is right to do them.

## UNDERSTANDING

### Living out our values - CONNECT

- We will develop inspiring leaders with the emotional intelligence to work collaboratively with and respect people from a diverse range of cultures and backgrounds..
- We will promote and value effective teamwork.
- We will ensure everyone is part of the team with clear roles and expectations.

• **DEFINITION** Successful teamwork is about working co-operatively to achieve shared goals. It is built on self awareness and an understanding of how you and others work within a team, the impact of behaviour and strengths and limitations.

• **WHY IS IT IMPORTANT?** Within The Halifax Academy, we must work co-operatively together, sharing best practice, breaking down barriers, and communicating fully on new initiatives and priorities. Understanding oneself enables individuals better to understand and relate to one another.



# Job Description

<b>Post Title:</b>	Phase Manager - Wellbeing
<b>Salary:</b>	Scale 5/6
<b>Reporting to:</b>	Assistant Headteacher

## Core Purpose:

Take the lead in delivering pastoral support to all Primary students. Through our Academy values, develop and improve the ethos of our Primary phases.

## Main Duties and Responsibilities:

- To improve, monitor and evaluate behaviour, safety and punctuality
- To develop and implement appropriate behaviour management strategies for the Primary phases
- Assess student information on SIMs to identify areas of development, support and further intervention
- To support with SEND and the administration of medical care plans
- To take a lead role in the development and implementation of individual education/behaviour/attendance/mentoring plans, in collaboration with Phase Leaders
- To develop, deliver, monitor and evaluate a wide range of appropriate intervention strategies for students in need of support
- To liaise with other agencies, where guided, to secure effective and coherent support for students.
- Manage the supervision of students excluded from, or otherwise not working to a normal timetable, including those with alternative provision.
- Establish productive working relationships with students, acting as a role model.
- Provide information, advice and guidance to support families and enable students to make choices about their own learning, behaviour and attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- To take a lead role in developing effective links with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to Academy links.
- To monitor the year group and targeted students whenever possible, through visiting lessons, observing corridors, etc
- Play an active role in the day to day management of student behaviour
- Support Designated Safeguarding Leads in investigating safeguarding issues

## All members of staff are expected to:

- Have proper and professional regard for the ethos, policies, and practices of the school.
- Have regard for the need to safeguard pupils' wellbeing and health & safety by following relevant statutory guidance, along with school policies and completing mandatory training on an annual basis.
- Demonstrate positive attitudes, values and behaviours.
- Demonstrate and maintain high levels of professionalism
- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date.
- Support equal opportunities measures and promote anti-discriminatory practice

# Person Specification

Attributes	Essential	Desirable	How identified
Skills	Ability to manage the behaviour of students to promote and maintain order and a calm working environment	Bi-lingual skills	Application & Interview
	Ability to motivate and inspire students		Application & Interview
	Ability to support the processes and procedures for students' learning		Interview
	Ability to work in a flexible and responsive way with tact, discretion and confidentiality		Interview
	Excellent oral and written communication skills		Application & Interview
Knowledge & Qualifications	Knowledge of a wide range of strategies to promote good behaviour	Awareness of the statutory frameworks relevant to the role	Application & Interview
	Knowledge and understanding of the different classroom roles and responsibilities in relation to this	Awareness of behaviour management strategies	Application & Interview
	Understanding of principles of child development and learning processes	First Aid qualification	Application & Interview
	Awareness of policies and procedures relating to safeguarding child protection, health, safety and security, equal opportunities, confidentiality and data protection and of other relevant legislation		Application & Interview
	GCE, GCSE pass or equivalent of NVQ Level 2 in Maths/ numeracy and English/literacy		Application & Interview
Experience	Experience of working with Primary age students		Application & Interview
	Experience of managing the behaviour of challenging students to achieve desired outcomes		Application & Interview
	Experience of positive working relationships with parents, schools and support agencies		Application & Interview
	Experience of administrative and clerical activities		Application & Interview
	Willingness to undertake delegated duties when requested		Interview
	Understands aims and vision of the Academy and is able to inspire, challenge and motivate		Interview
	The ability to support the Headteacher in developing a clear vision for the Academy and for engaging the wider community		Interview

