



THE RADCLIFFE SCHOOL

INSPIRE AND ACHIEVE

PARENT AMBASSADOR

£10,113.48 per annum

(20 hours per week – Monday to Friday, 8am to midday, 39 weeks per annum)

Fixed term for two years

Candidate Information



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We are seeking to employ a Parent Ambassador in this new and special role, working across the whole school community. This post is being funded through the Creating Cohesive Secondary School Communities programme and is fixed for two years.

We are looking for someone to support parents in valuing and engaging with learning opportunities, alongside promoting and enhancing community cohesion, social and learning relationships. Our Parent Ambassador will work to ensure the inclusion, well-being and educational outcomes for students are improved and vulnerable communities are helped to integrate in both school and the local community.

The successful candidate will be able to work independently, under the guidance of a mentor, and will have excellent communication and inter-personal skills. A passion to work with groups of parents and students, and to support our school community is essential.

If you are a team player with a flexible approach and a positive, can-do attitude, we would like to hear from you. To find out more about this exciting new role, please go to www.radcliffeschool.org.uk to download information about the post, along with an application form. The deadline for applications is Monday 8 October 2018.

The Radcliffe School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post requires an enhanced DBS disclosure. We are an equal opportunities employer.

The Radcliffe School, Aylesbury Street West, Wolverton, Milton Keynes, MK12 5BT

Tel: 01908 682 222

www.radcliffeschool.org.uk

Headteacher: Paula Lawson

ROLE PROFILE

Role Title: Parent Ambassador
Accountable to: Assistant Headteacher

Purpose of job

The role holder contributes to the development of community cohesion across the school. This could include working with students, parents and staff from diverse cultural, religious and linguistic backgrounds. This is to improve social and learning relationships across members of the school community. The inclusion, well-being and educational outcomes of students are improved and vulnerable communities are helped to integrate in both school and the local community.

Key Objectives

1	Identify the needs of students and families from diverse backgrounds, making suggestions to leaders for appropriate responses to improve their inclusion, integration and engagement in all aspects of school life.
2	Support two-way liaison between community groups across the school to promote community cohesion.
3	Organise meetings and workshops which foster improved student, parent and staff understanding of secure harmonious and cohesive relationships between all parties
4	Provide occasional support to students in class where they are finding it difficult to interact with the learning because of a language barrier and where they might be holding up the learning of others.
5	Signpost parents to sources of advice/information/guidance about the education system and opportunities within the local community.
6	Assist with improved induction of new arrivals evidenced by literacy, numeracy and attainment data.

Scope

The post holder supports the academic and pastoral inclusion and integration of diverse groups of students and their families. It is a specialist role working across the whole school to promote community cohesion. Work with parents may range from individual families to community groups. Being able to develop strong and constructive working relationships with diverse groups of people is vital. A sound understanding of the English education system, the capacity to quickly learn school procedures and practice and excellent communication skills will be important to successfully promote empathy and understanding across diverse groups. The post holder will liaise with the school's pastoral leaders so that there is a joined up approach to community cohesion and planning for successful student outcomes.

The post holder will be responsible for maintaining appropriate and accurate records, carrying out administration connected to the role, creating and keeping a bank of resources /information. It will be necessary to use initiative to organise meetings with a wide range of stakeholders and to make appropriate links with a broad array of services available in Milton Keynes; always actively encouraging parental engagement. On-going liaison with whole-school staff; from senior and middle leadership, to class teachers and support staff will be regularly required.

The role will also require flexibility in time in line with the school's requirements. This includes making time for personal professional development and specific accredited learning. The post holder is accountable to the line manager and will share the impact of activities through regular feedback.

Work Profile

The post holder will:

- Draw on the school's own research and wider information to suggest and plan activities to promote community cohesion. This could include leading focused student / parent discussion groups, working to address specific issues such as British values.
- Help students achieve agreed learning targets, including making relevant resources, using computer programmes, advising on homework and signposting to further support.
- Create and develop learning resources that can be used by students, other staff and parents.
- Initiate and establish effective liaison with students, families, community and other agencies as appropriate, to achieve the best outcomes for students.
- Promote the engagement of parents in their children's learning, in school events and courses.
- Provide occasional support to students in lessons where they are finding it difficult to interact with the learning and where they might be holding up the learning of others
- Maintain electronic and paper records of student support, to show progress/impact in learning and any wider planned outcomes.
- Organise/participate in formal/informal meetings within school to effectively implement a wide range of activities. This may include out of hours parents' meetings and student consultations.
- Make decisions about the nature of the intervention/support required, its frequency and final conclusion.

PERSON SPECIFICATION

In this section the Skills, Knowledge, Qualification and Competency requirements to perform the role to a satisfactory standard are set out. The extent, nature and level of the role holder's knowledge and skills is specified.

Awareness

Some knowledge or skills sufficient to show aptitude and the ability to learn in the particular work area

Significant

Knowledge and skills gained through practice and/or qualification sufficient to fulfil the role requirements

Extensive

Knowledge and skills gained through practice and/ or qualification to fulfil the role requirements and contribute to training others and developing policy and practice in the work area

PERSON SPECIFICATION	Examples specific to role	Required		Level			Method of Assessment interview (I), testing (T), reference (R)
		Essential	Desirable	Awareness	Significant	Extensive	
SKILLS AND KNOWLEDGE Technical knowledge and qualifications	Equivalent of four GCSE subjects at C or above, including English and mathematics	x			x		I
	Experience of working with diverse communities		x	x			R
	Experience in an education environment	x			x		R/I
	Understanding of the issues and developments around learning and engagement within ethnic communities		x	x			R/I
	Knowledge of supplementary schools		x	x	x		R/1
	Knowledge of the Secondary National Curriculum and current educational practice	x			x		R/I
	Commitment to personal continuing professional development and training.	x			x		R/I
	Ability to use IT well, for planning, record keeping and creating resources	x			x		R/T
	Ability to communicate effectively in English both verbally, in writing and to a range of audiences from diverse backgrounds	x			x		I/T

The Radcliffe School has a professional dress code for staff and is a non-smoking workplace. We expect our staff to have a professional and positive approach and to actively collaborate with colleagues in providing the best possible learning experience for our students.



PERSON SPECIFICATION	Examples specific to role	Required		Level			Method of Assessment interview (I), testing (T), reference (R)
		Essential	Desirable	Awareness	Significant	Extensive	
Planning and organising work	Able to drive the development of new activities using a high level of initiative and organisation of own workload	x			x		I/R
	Able to plan collaboratively with a wide range of stakeholders	x				x	I/R
	Able to plan high quality teaching and learning, and community engagement resources, which are appropriate for audiences		x		x		I/T
Influencing and interpersonal skills	Able to quickly establish positive and productive working relationships with a wide range of people from within and outside the school	x			x		R/I
	Able to influence the development of best practice through discussion and modelling behaviours	x			x		I/T
	Able to maintain complete confidentiality and discretion at all times, combined with a calm personality and sound judgment	x			x		I
Problem Solving - Using initiative to overcome problems	Able to interpret monitoring criteria effectively and use findings to lead development of new initiatives and activities	x		x			T
Managing risk	A commitment to safeguarding and promoting the welfare of students and their families	x				x	R/I
	Awareness and adherence to relevant health and safety regulations and a commitment to the school's equality policy	x				x	R/I
Managing change	Flexible approach to achieving outcomes which are in the best interests of students, their families and the cohesion of the school community	x					I

Competencies required: All post holders must be able to comply with the school's core competency requirements.

Spoken English fluency duty requirement: The ability to converse at ease with members of the public and provide advice in accurate spoken English is essential for this post.

Corporate Safeguarding statement: All post holders must be committed to applying and upholding the school's Child Protection and Safeguarding Policies.

Other information:

- Able to travel to meet school's service delivery requirements
- Available to undertake work outside of normal working hours
- An excellent attendance and punctuality record
- Enhanced DBS required
- Full driving licence



HOW TO APPLY

The following guidelines are designed to help you submit a job application in line with our requirements. Please ensure that you comply with the instructions below as, if you do not, the panel will not shortlist you. If you require clarification or have any questions regarding the application process, please contact Jo Moloney, Personnel Manager on 01908 682 289 or jo.moloney@radcliffeschool.org.uk.

Application Form

Please complete all the sections of the form in full, giving as much detail as possible. Once completed, you must sign and date the application form to confirm that the information and any attachments are correct. Note that CVs will be accepted only if an application form and covering letter are also included in the application.

Equal Opportunities Monitoring

Please ensure that you have completed the online Equal Opportunities Monitoring form or attach the Equal Opportunities Monitoring Form to your application.

Please send these documents to the Headteacher, to arrive by the closing date.

Shortlisting

Shortlisting will be completed as soon after the closing date as possible. Shortlisted candidates will be contacted by telephone. We are unable to contact non-shortlisted applicants. If you have not heard from us within three weeks of the closing date you should assume that you have not been shortlisted for interview.

Interviews

Interviews will be held at The Radcliffe School. Candidates may be required to complete a test or exercise relating to point(s) of the job description and criterion/criteria of the person specification.

Candidates who are invited for interview will be required to provide proof of their eligibility to work in the UK by producing verifiable documents. Candidates will be required to bring some photo ID with them on the day of the interview e.g. valid passport, driving licence or identity card.

References for shortlisted candidates

All referees whose details are included on the application form will be contacted before the interview unless you have indicated that you wish otherwise. Appointments will not be confirmed until The Radcliffe School has received two satisfactory references (one must be from your current employer or, if you are not currently in employment, from your most recent employer), confirmation of your fitness for employment, an enhanced Disclosure & Barring Service disclosure and confirmation of your right to work in the UK. Teachers will be required to provide proof of their qualifications (degree certificate(s), QTS).

Disabled applicants

The Radcliffe School welcomes applications from disabled people. If you require any adjustments to enable you to attend the interview please ensure that you have provided this information on your application form. If you are called for interview, please discuss any adjustments you may require to carry out the duties of the role with the interview panel so that the appropriate arrangements and any adjustments can be made if necessary.

(Under the Equality Act, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.)

