



William Morris
Sixth Form
Empowerment through Learning

Job Vacancy Application Pack



Dear Applicant,

Thank you for your enquiry about our vacancy for a Personal Tutor, which is offered on a permanent, 30 hour per week (term time only) basis. I am pleased to enclose an application form and further information including the job description and curriculum area overview.

Application forms must arrive by **9am on Thursday 30th June 2022**, with interviews taking place on **Monday 4th/5th July 2022**. Shortlisted candidates will be notified by phone and/or email. I apologise in advance that we will not be able to notify candidates who are not shortlisted.

You may return your completed application form by email to **recruitment@wmsf.ac.uk**

If you would like further information on the position, please do not hesitate to contact Rebecca Moore, School Business Manager, rmoore@wmsf.ac.uk.

Yours faithfully

Human Resources – William Morris Sixth Form



Personal Tutor

Role: Permanent, 30 hours per week, term time only

Scale 6

£30,0063 - £31,155 p.a.

£21,182.82 - £21,952.26 p.a (Actual Salary)

To start as soon as possible

Thank you for your enquiry about our vacancy for a Personal Tutor, which is offered on a permanent, part-time, term time only basis. I am pleased to enclose an application form and further information including the job description and person spec.

Application forms must arrive by **9am on Thursday 30th June 2022**, with interviews taking place on **Monday 4th/5th July 2022**.

Shortlisted candidates will be notified by phone and/or email. I apologise in advance that we will not be able to notify candidates who are not shortlisted.

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Yours faithfully

Human Resources – William Morris Sixth Form

William Morris Sixth Form
St Dunstan's Road, London, W68RB
Tel: 020 8748 6969
www.wmsf.ac.uk

William Morris Sixth Form

We were originally established in 1994 as the sixth form for pupils in the secondary schools in Hammersmith and Fulham, but we soon attracted students from all over London, who come to study on both academic and vocational pathways.

William Morris is a vibrant, ambitious and creative learning community which inspires a drive to **learn**. Inclusive in approach, we invest in all of our students to give them the best learning experiences, opportunities and aspirations. We invest in our staff to give them the proper professional support, inspiration and career development.

Unashamedly comprehensive, through rigorous teaching, learning and assessment we ensure that no student is left behind and that every student has an equal opportunity to uncover and fulfil their potential and **achieve**. Our students are provided with the practical, critical and analytical skills that they can apply as they progress through life, together with a confidence and resilience that will enable them to succeed.

We **empower** our young people to aim high, to have a strong sense of their own self-worth and shared values, whilst also having a strong sense of the value of community both locally and globally and their potential to make a positive difference to the world around them.

The ethos we have established ensures the highest quality of education, guidance and relationships. The emphasis is on open access, equal value for all, individual attention, the development of independent learning skills, targeted support, high expectations and standards, improving progression routes, and finding the right balance between an adult environment and firm structures within which students can develop and succeed. The atmosphere is relaxed and warm but very purposeful. Students describe us as “friendly but strict” and our students are encouraged to address all staff by their first names. We focus on the WMSF experience for our students as being one where they learn, achieve and are empowered to progress.



Our teachers and support staff are creative, dedicated and enthusiastic professionals who are experts in 16-19 education

The Curriculum Offer

Our wide curriculum includes both academic and vocational courses at levels 3, 2 and 1. Individual students' learning programmes enable combinations of subjects where appropriate. We have a large and exciting A level provision with nearly 30 different advanced subjects and are delighted at the number and calibre of our A level students. We offer some mixed economy pathways at level 3, and are currently in the process of becoming a T Level provider from 2023.

At levels 1 and 2, we offer Foundation Learning, BTEC courses and GCSEs to meet the needs of students who wish to improve their basic qualifications. This includes provision for students to re-sit English and Maths at GCSE. William Morris prides itself on tackling under-achievement and offering the opportunity to gain knowledge and skills to students who may have underperformed at secondary school for a number of reasons. The provision of courses for students with special educational needs, including students from special schools, is a particular strength, and we currently have 51 students with statements or EHC plans and over 100 students on K-SEN. We also offer ESOL teaching and literacy support for many students to ensure success on their courses.

Our teachers and support staff are creative, dedicated and enthusiastic professionals who are experts in 16-19 education

Some of the ways we support our students



A personal tutor for each student who is responsible for monitoring overall progress, providing references for university and apprenticeships



A safeguarding team work to ensure every student is well-supported and cared for



Learning support help with academic development such as essay writing, revision, meeting deadlines and exam preparation



Counsellors offer a confidential counselling service, health education programme and advice service as well as a specialist welfare team



Teaching and Learning Strategies

The development of successful teaching and learning strategies for our very mixed group of students is at the heart of WMSF. There is an emphasis on staff developing and sharing good pedagogical practice so that students become independent learners and teaching and learning are of the highest quality. We have a well-equipped library staffed by 4 highly qualified professional librarians, and a newly created careers centre, again with 4 qualified staff. Progression is key to the future success of our students.

We have a very exciting CPD programme, delivered in curriculum area teams, course teams and leadership teams. In such an environment there are opportunities for teachers at all stages in their careers and we have always also welcomed those new to teaching (ECTs), who participate in a comprehensive induction programme. Each year we offer teaching placements to a number of PGCE students. All teachers, where appropriate, are expected to teach across our full range of courses and levels. This both counteracts narrow departmentalism and encourages parity of esteem for all courses and all students.

We have excellent IT facilities and a strong team of technical staff to support us. We use Google Classroom as our VLE and all staff and students are issued with a Chromebook so they have full access to all learning resources at all times, both on and off site

One of our main priorities is to support individual teachers in developing their IT skills and through the G-suite we are constantly innovating delivery and practice.

The vast majority of A level and vocational students are encouraged to apply for higher education. Although many of them are non-traditional entrants, approximately 80% of A2 & V2 students' progress to university each year including into the most prestigious institutions. We have also developed stronger support for students who apply for apprenticeships and are keen to raise our destination numbers in this area too. Our careers team play a vital role in raising students' aspirations and helping them through all application processes. Expert support is provided by our assistant principals, senior tutors, careers and higher education staff, and through a planned programme of tutorial activities.

Tutoring requires an active approach to pastoral work and specific skills in guidance, supporting and monitoring as well as building relationships.

The WMSF Vision

Create a culture of community, tolerance and aspiration which celebrates diversity and equality and inspires a drive to learn

Deliver a broad curriculum which embraces technology and empowers students to achieve their potential and make aspirational choices

Provide clear and dedicated pathways which enable students to make meaningful progression within the institution, through traineeships, and work, and beyond

Promote and support aspirations through advantageous university choices and quality apprenticeship progression routes which observe the needs of individual students

Ensure all students have the opportunity to participate in relevant and rewarding experiences which help them progress

Work with external partners to inspire students, broaden their knowledge of opportunities, create experiences and transform all our students into members of the global community

Our successful application rate on to higher education has typically been between 75 – 85%, an achievement we are very proud of considering the starting point of so many of our students.



Working at WMSF

We try hard to create a friendly, supportive and open culture in which staff can develop and thrive. Professional development for all staff is taken seriously and many opportunities are offered both in-house and externally.

Expectations at WMSF are very high and there is constant pressure for us to perform well and to provide the high quality learning environment we promise. We have developed strong internal monitoring procedures to ensure continuing high quality, with an emphasis on developmental lesson observation.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment, with young people from a wide range of backgrounds, and those who have had an unconventional secondary schooling experience. Our existing staff are of a high calibre and very committed to the student-centred philosophy at the heart of WMSF, and we wish to further enhance our community through recruiting staff with equal commitment to our belief of 'empowerment through learning'.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment

Best wishes

Mary Berrisford

Principal



Job Description

Job Title: Personal Tutor
Responsible to: Senior Tutor

Grade: SCALE 6

Job Purpose

The personal tutor role is key in raising learners' attendance and achievement, developing learners' personal, social and employability skills and increasing progression to higher levels of study, apprenticeships and employment.

- 1) To deliver the tutorial programme
- 2) To monitor and track attendance, progress and behaviour of students to enable them to achieve their full potential and progress to their next steps
- 3) To be a full and visible member of the WMSF community (support with duty, plan and support events, presence at open evenings, parents evenings, help with enrollment etc)
- 4) Work across departments to help to fully integrate any students with support needs, SEN/D, vulnerability or disadvantage
- 5) Support students to access the broad curriculum

NB: the tutorial programme itself will be created and prepared by Senior Managers

Description of Duties

1) Delivery of the Tutorial Programme

To assist students during induction to facilitate a smooth transition so that learners are well-informed and prepared for the demands of their programme of study

To encourage the development of a positive group identity amongst students and a sense of belonging to WMSF and their course group

Deliver engaging, motivational and inspiring sessions which cover the statutory framework, encouraging debate and discussion in a safe environment.

Liaise with the careers department and other student services to ensure the full implementation of a well rounded programme

2) To monitor and track attendance, progress and behaviour of students to enable them to achieve their full potential and progress to their next steps



Record the participation in 1-1 sessions on the student portal

Undertake regular progress reviews with learners to complete an Individual Learning Plan and record progress and outcomes

To collaborate with teachers to set aspirational targets

Monitor and track academic progress in order to ensure barriers to learning are addressed to enable learners to achieve their full potential

Monitor and track attendance, identifying those who are vulnerable and at risk, following the behaviour policy when appropriate

To provide feedback and support to students to enable them to improve grades and performance and encourage them to develop personal, social and employability skills

To support learners in developing digital literacy and study skills to enhance and promote independent and collaborative learning

To refer and signpost students to internal services such as counselling, careers, student finance and workshops

To report any safeguarding concerns immediately, following the WMSF safeguarding process

To maintain accurate student records to inform others of potential issues, difficulties and support requirements by creating comments for each learner

To promote the student code of conduct and positive behaviour and challenge unacceptable behaviour.

Collaborate with teachers and leadership to engage with and support learners following disciplinary processes and actions

3) **To be a full and visible member of the WMSF community**

Undertake duty responsibilities as per the duty rota

Help to plan and support events such as William Morris Day, careers and progression days, results days

Be an active presence at open evenings and parents evenings

Be instrumental during enrolment, helping to appropriately course students and to detect and implement and support needs

Help maintain display boards and update information posters and displays

4) **Work across departments to help to fully integrate any students with support needs, SEN/D, vulnerability or disadvantage**

To act as an advocate for vulnerable student groups, such as Looked After Children, Care leavers, young carers, young parents, students known to social care and those with an EHCP etc

Liaise with student services to support vulnerable groups and provide information on attendance, progression and wellbeing to support external meetings (Looked After Reviews, Personal Education Plan meetings, EHCP reviews, emergency meetings)



Attend regular caseload meetings with the behaviour team to support students attendance, progression and wellbeing. Relay relevant information to curriculum teams to achieve the best outcomes for the student

5) **Support the broad curriculum**

Ensure students have access to the broad curriculum including workshops, enrichment and work experience as well as other initiatives

Support curriculum delivery including collecting details of learner's prior achievements, supporting the completion of diagnostics and ensure timely follow up and intervention for learners at risk

Communicate with parents and carers in relation to learner's attendance and progress

To liaise with curriculum to support students with UCAS application process including reviewing personal statements, writing references and ensuring students applications are completed by the set deadlines

Co-ordinating the election of Student Representatives in each tutor group to promote learner voice

Work closely with the Careers Team and Curriculum Teams to ensure all learners acquire the skills, knowledge and attitudes to manage their learning and career progression and to meet the Gatsby Benchmarks

6) **General Duties**

To attend internal and external staff development events and take responsibility for own professional development.

To undertake such other duties as are reasonably allocated either permanently or from time to time

To act as an exam invigilator as required

To commit to the safeguarding and promotion of the welfare of children, young people and vulnerable adults

To undertake such other duties as may be assigned commensurate with the grade and purpose of the post.

To take reasonable care for the health and safety of him/her and for others affected by his/her work.

To actively support Sixth Form Safeguarding, Equality and Diversity policies.

This list is not exhaustive

Person Specification Teacher

Job title:	Personal Tutor
Reporting to:	Senior Tutor
Grade:	Scale 6

Qualifications

5 x GCSE at C or above including English and Maths (E)

Further Education Qualification (E)

Safeguarding training (D)

Graduate (D)

Desire to undertake a teaching qualification (D)

Experience

Experience of working with the 16-19 year old age range (E)

Experience of mentoring, guidance, tutoring, teaching or youth work (E)

Experience of working with SEN/D students (D)

Skills

Ability to use common computer applications such as G-suite and Office (E)

Strong verbal and written communication (E)

Ability to communicate confidently face to face, on the telephone and over video conferencing (E)

Ability to keep accurate records (E)

Ability to work independently and use own initiative (E)

Ability to work in a team, collaborate and to refer students to specialists when necessary (E)

Ability to plan and manage own time (E)

Ability to work flexibly (E)

Knowledge and understanding

Knowledge of the UCAS system

Knowledge of opportunities available to 16-19 year olds such as apprenticeships, work experience and other progression routes

Understanding of the needs and experiences of the 16-19 year old cohort

Term dates for 2022-23 William Morris Sixth Form

	First Day	Half Term	Last Day	No of Days
AUTUMN 2022	Thursday 25 th Aug 2022	Monday 24 th Oct – Friday 28 th Oct 2022	Friday 16 th Dec	76
SPRING 2023	Tuesday 3 rd January 2023	Mon 13 th Feb – Fri 17 th Feb 2023	Friday 31 st March 2023	59
SUMMER 2023	Monday 17 th Apr 2023	Monday 29 th May – Friday 2 nd June 2023	Thursday 13 th Jul 2023	58
TOTAL				193

Enrolment of new students will commence from Thursday 25th August 2022 when Curriculum Area Leaders/Senior Tutors or nominated deputies will be requested to assist.

The above does not include staff training days which will be held during 'twilight sessions' after the school day.

**London Borough of Hammersmith and Fulham
Community Secondary Schools**

	First Day	Half Term	Last Day	No of Days
AUTUMN 2022	Thursday 1 Sep 2022	Mon 24 th Oct – Fri 28 th Oct 2022	Friday 16 th December 2022	72
SPRING 2023	Tuesday 3 rd January 2023	Mon 13 th Feb – Fri 17 th Feb 2023	Friday 31 st March 2023	59

SUMMER 2023	Monday 17 th April 2023	Mon 29 th May – Fri 2 nd June 2023	Friday 21 st July 2023	63
TOTAL				195

Safer Recruitment Information for Applicants

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

Safeguarding Children and Young People

William Morris Sixth Form (WMSF) has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce. The post you are applying for involves working with children and/or young people and you will be subject to our safer recruitment process.

Pre-Employment Vetting

As part of our safer recruitment process, WMSF operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below: -

Declaration of Previous Convictions

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks, amongst others. This post is classed as exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.

Disclosure and Barring Service Check (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS check; this will include a check against the Protection of Children Act (PoCA) List and List 99. A List 99 check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

For posts working with children and/or young people, our policy requires all new employees to complete a DBS application form before your employment commences.

Where an applicant is not normally resident in the United Kingdom, or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

Qualifications/Registration with a Professional Body

If the post applied for requires a specific qualification and/or registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

References

Applicants are required to provide a minimum of two referees, one of whom must be your most recent employer and should be able to confirm your suitability to working with children and/or young people. If you have undertaken voluntary work with children and/or young people you may use the voluntary organisation employer as a referee.

If you have not previously worked with children and/or young people you must provide a character reference from someone who is able to confirm your suitability to work with children and/or young people. This would normally be someone in authority, e.g. a lecturer, doctor or community leader. Please note that character references are normally only accepted as a supplement to an employer's reference.

In addition, we will seek references from educational establishments for those applicants with no previous employment history.

In all cases, we will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Under no circumstances will Open References (i.e. addressed "to whom it may concern") be accepted.

Eligibility to Work in the UK

We have a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Right to work in the UK can be validated through sight of original documents or online. When relying on original documents, these must be from the lists of acceptable documents prescribed by the Home Office. When relying on an online right-to-work check, the new employee will provide a share code inviting the employer to view their status online. The employer will download the information presented, noting by whom and when the check was completed. We will also need to confirm that the employee presenting themselves for work is indeed the individual presented through the portal.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of Hammersmith and Fulham Council's medical assessment procedure.

