

Applicant
Information Pack



TCES

**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING



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Pupils arrive at the school having experienced significant challenges; some have not attended formal education for prolonged periods of time. As a result of good teaching and care, pupils settle quickly and make good progress in most subjects, including English and mathematics.

East London Ofsted report, July 2018

“

Pupils respond well to the ‘never give up’ attitude they receive from caring staff. Passionate leaders and committed staff ensure that pupils are safe and busy. Pupils learn life skills and how to stay healthy. Pupils enjoy off-site sporting activities such as swimming, athletics and football.

*North West London Ofsted report,
December 2019*

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The school offers an exceptionally broad and exciting curriculum, adapted to meet the individual needs of pupils. Staff, including therapists, ensure that pupils discover a joy of learning. Pupils learn independent skills, to prepare them well for adult life.

*North West London Ofsted report,
December 2019*

“

The personal development and welfare of pupils is a strength of the school. Staff work effectively with therapists and external agencies to support pupils. As a result, most make strong social and emotional progress from their starting points.

East London Ofsted report, July 2018

WELCOME FROM THE CHIEF EXECUTIVE

Thank you for your interest in The Complete Education Solution (TCES). We are delighted that you see us as a place where you want to work and feel you can have a positive impact and 'make a real difference'.

As we enter our 21st year, our Board of Governors and Commercial Board as well as our Senior Management Team are all proud of the success that TCES has achieved.

We want to look back at the past decade with pride over many accomplishments and successes, but we equally feel it is time to move forward into the next decade with a renewed energy and sense of purpose.

The education world is currently in flux and we recognise that there will be many challenges ahead in delivering the provision of high-quality education, health and care to some of the most complex and vulnerable children and young people in society in an ever-changing education market.

What has made our schools and services successful over the past two decades is a strong set of values, a clear function and purpose and an amazing staff team who epitomise and live these values daily.

We are particularly proud of their 'never give up' attitude which has ensured that we hold a very proud record over the past 20 years of never permanently excluding a single one of the 3000 plus pupils we have worked with.

We are privileged to work with such gifted and talented pupils, and success for our pupils at TCES is multi-faceted. If our pupils leave a TCES school with a wide range of qualifications and accreditations based on

their hard work and abilities, and can foster a positive sense of lifelong learning, then we can feel a real sense of achievement.

However, more than that, a significant part of our roles at a TCES school is that we must help our pupils when they leave us to make and sustain long term appropriate relationships and to have an ability to manage in future groups at work, training or further education.

Thank you for your interest in TCES. Together with our colleagues, we look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Please ensure that in your application you detail how your knowledge, skills and experience address the criteria listed on the person specification and job description. You may give any evidence either in the personal statement section of the application form or in a separate letter.

We look forward to hearing from you.

Yours sincerely



Thomas Keaney
Chief Executive &
Chair of
Governors



JOB DESCRIPTION

Pastoral Care Co-ordinator

Reporting to: SENDCo

Contract: Term time only

Job Purpose

The Pastoral Care Co-ordinator works with all pupils but holds a specific complex caseload to co-ordinate and complete multi-disciplinary assessments, undertake family work where required, work individually with some pupils, co-ordinate with Social Care and oversee induction of new pupils.

Under the guidance of the school SENCo and TCES Inclusion and Pupil Leadership Manager, the Pastoral Care Co-ordinator is responsible for the day-to-day delivery of the Inclusion Model in school (Group Work, Focused Assemblies, Nurture, and Relationship Mentoring) to facilitate a cohesive, nurturing and productive learning environment for pupils.

Main duties and responsibilities

Provide a link between families and the school, monitoring and addressing issues regarding pupil attendance, punctuality and overall outcomes and ensure that a good line of communication is established with all partnership agencies and parents/carers.

Ensure robust school procedures are followed and escalated appropriately where a pupil is not attending, or attendance falls below 80%.

Have specific responsibility for the promotion of good pastoral care for all pupils.

Support the SENDCo and Deputy Headteacher in ensuring that any Teaching Assistant who does not have a pupil for a particular working day is assigned specific duties for that working day.

Ensure the completion of Pathway and Individual Education and Behavioural Plans are in place for each pupil, identifying which elements of the pupils' learning needs targeting and how this can be highlighted for input from the Clinical and Inclusion team.

Contribute to a pupil's Needs and Risk Assessment at the referral stage and support the Senior Leadership Team (SLT) in collating, analysing and reporting on all data related to pupils, including their educational history prior to their attendance at TCES.

Help to identify pupils in needs in line with the Triangle of Interventions, in consultation with the Clinical and Inclusion team, provide interventions following the TCES Provision Map, including one to one and small group support to address the defined need.

Liaise with the SENDCo to develop Pupil Integration Plans for all pupils coming in to school for the first time.

Support the SLT in developing appropriate assessment models in line with the pupils' Pathway Plans to ensure that pupils who are progressed through the model are assessed as ready at each stage of their progression.

Have an oversight of young people's files ensuring the information supplied by local authorities is up to date.

Ensure that every Pupil is helped to understand the TCES Complaints Procedures and their right to remain free from harm, always promoting the safety and well-being of the pupils.

Identify possible issues for concern regarding a pupil's pastoral and academic progress through routine assessments and stringent monitoring of progress; introduce strategies to overcome barriers to learning via a working partnership with their designated tutors.

To develop appropriate community links for individual pupils and support the development of a relevant vocational learning programme for all vulnerable group pupils.

Overall responsibility for the cohesive and productive running of the Student Council to ensure it is an empowering and positive experience for pupils and that Genuine Pupil Voice and Participation is embedded as part of our Community Values.

Contribute towards the half termly written reports for all pupils and attend reviews for individual pupils.

Support the promotion of pupils' overall wellbeing and safety, in accordance with good practice and with the policies and procedures of TCES and Local Authorities (LAs).

Develop an ongoing liaison with a range of external agencies, as appropriate, such as Youth Offending Teams, Police, and other curriculum support areas.

Organising and coordinating inter-agency meetings.

Work to ensure that LAs are kept informed in any changes to the intervention and staffing provision for pupils in their boroughs.

Address the needs of the pupils by organising external agency visits where appropriate e.g., sexual health, contraception, youth crime, drug awareness.

Support other members of staff in the performance of pastoral care of pupils.

Advise and support colleagues in the application and development of good classroom and behaviour management strategies and the embedding of the Therapeutic Principles, emphasising both group and individual responsibility.

Ensure that any Child Protection concerns are reported promptly and accurately to the Senior Social Worker and appropriate member of the SLT, according to the TCES Safeguarding and Child Protection procedures.

Together with members of the SLT, facilitate and encourage a responsibility to, and ownership of group process and reflection by all group members.

Together with SLT and the Clinical Team coordinate the delivery of a high-quality reflective daily learning programme for pupils who have been allocated an internal refocus session to address specific behaviours of concern.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and qualifications

GCSE (or equivalent) grade C or above in Mathematics and English.

NVQ Level 3 or above in Family Support, Social Work, Youth Work, Community Development, or related field (D).

Recognised Social Work Qualification, e.g., CQSW, CSS, DipSW, Degree in Social Work, or equivalent (D)

Knowledge and experience

Minimum of two years post qualifying experience of direct work with families.

Experience of directly supporting and working with young people.

Knowledge of the stages of child development.

Knowledge of current childcare and/or social care legislation.

Knowledge of existence and effects of social disadvantage and discrimination.

Knowledge of group dynamics.

Knowledge and understanding of legislation and regulations relating to young people who are "looked after" by Local Authorities.

Experience in the management and supervision of staff (D).

Skills and ability

Utilise a range of appropriate therapeutic interventions with families and young people.

Excellent organisational skills including managing a caseload, time management, planning, report writing and target setting.

Ability to build strong working relationships with all staff and work well as part of a team.

Ability to work with a diverse range of families in a non-discriminatory and empowering way.

A high standard of interpersonal, literacy, communication skills – including observation, listening and empathy skills and the ability to effectively communicate with a wide range of people, including parents/carers, pupils, and professionals.

Other

Commitment to leading on safeguarding and promoting the welfare of young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

D= Desirable

February 2022

OUR VISION AND MISSION

COMMUNITY VALUES

Across TCES we strive to ensure that our schools are inclusive, thriving, socially and emotionally healthy communities, based around a strong set of community values, where pupils can feel safe and secure. At the core of this is our belief that the key to increasing self-esteem and success lies within our pupils themselves.

COMMUNITY VALUES

For all our pupils and staff

- Very high expectations
- Hard work
- Mutual respect and acceptance of all
- Authentic 'real' inclusion
- Genuine pupil, parent and staff voice and participation
- A 'we never give up' philosophy for our pupils and staff

TCES THE COMPLETE EDUCATION SOLUTION
CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

The infographic features a list of six community values, each preceded by a colored circle. At the bottom, there is a row of five diverse cartoon characters and the TCES logo with its tagline.

OUR VISION

Our vision is to be recognised as experts in delivering therapeutic education, health and care solutions for children and young people with complex and additional needs, who have not been able to succeed in mainstream education.

By creating positive opportunities and removing barriers to learning, we strive to enable our pupils to build on a platform for life-long learning and educational success.

OUR MISSION

We run independent schools for pupils with unique potential. Our highly skilled multi-disciplinary teams transform pupils' perception of their own skills, strengths and abilities. We deliver an industry leading combination of education, health and care that takes each pupil on an individual journey that encourages a love of learning and long-term success.



OUR CURRICULUM

UNIQUE CURRICULUM DESIGN: 5 PART CURRICULUM

The curriculum addresses the disadvantages and disruptions to each pupil's previous experience of education and enables them to negotiate individual pathways from social isolation to independence.

All pupils have access to the TCES 5 part curriculum. This has been built on our community values and aims to ensure that all pupils go on to be successful learners, confident individuals, responsible citizens and independent adults.

Within this structure, schemes of work, medium term planning and lesson plans are all differentiated to meet the individual needs of each pupil. Outcomes are adjusted appropriately, as are the accreditations and qualifications that pupils are working towards.

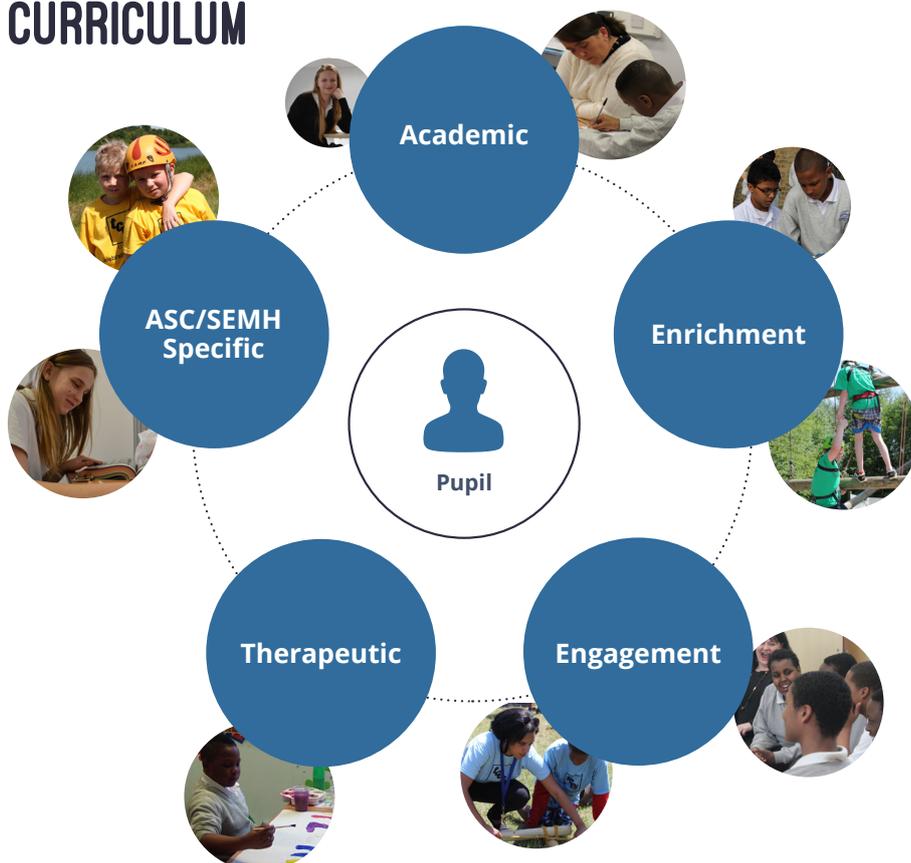
SCHOOL SPECIALISMS

Each TCES school and service specialises in Leadership, via our Young Leaders programme and LIFE Programme initiatives, and the Arts.

TCES North West London recently received the Platinum ArtsMark accreditation and our other schools and services are working towards this.



OUR 5 PART CURRICULUM



PUPILS MAKE OUTSTANDING PROGRESS IN THEIR ACADEMIC AND PERSONAL DEVELOPMENT. THEY MAKE ESPECIALLY RAPID PROGRESS IN ENGLISH, MATHEMATICS, SCIENCE, ART AND THEIR SOCIAL SKILLS.

North West London Ofsted
report, February 2017

GROUP PROCESS

Our schools hold twice-weekly 'group process' sessions for pupils, in which they meet to discuss a wide variety of topics, including knife crime, LGBT rights, bullying and cultural diversity. Every pupil is encouraged to share their views in a respectful, neutral environment and the sessions often end with the pupils having gained a greater understanding and increasing acceptance of each other's views.

Discussions can be about issues that are in the news, however, frequently they will relate to certain attitudes that have been observed in the school that we would like to change.

When this is the case, pupils are encouraged to think in a solution-focused way about how we might resolve the issue. Pupils then lead the discussion, guided and supported by staff who ensure everyone's opinions are acknowledged and respected, and that everyone feels safe enough to participate.

The sessions have proved to be very effective in building a sense of community, and feedback from external agencies who have observed our group process sessions in action has also been extremely positive. Local authority officers have described this whole school group approach as "unique", and "a model of excellence".



THE 'GROUP PROCESS' SESSIONS, WHICH ALL PUPILS ENGAGE IN DURING THE WEEK, MAKE A STRONG CONTRIBUTION TO PUPILS' OUTSTANDING PERSONAL DEVELOPMENT.

East London Ofsted report, 2018



INCLUSION QUALITY MARK

TCES is uniquely driven by a principle of real inclusiveness in our school community, where all pupils and not just the most able are a vital part of promoting diversity and the breaking down of all stereotypes that could create division.

This focus on inclusion has resulted in two of our schools (TCES East London and TCES North West London) already being awarded the Inclusion Quality Mark (IQM).



PUPIL VOICE

Our 20 years of experience has shown us that the often-unnoticed pathway to removing barriers to learning and increasing self-esteem and success lies within the pupils themselves.

By empowering our pupils, who so often feel marginalised, we can help them to actively shape their own lives and ongoing education as positive citizens and take an element of control over their futures. We therefore allow our pupils to discover their own voices by giving them a real voice to begin with, that they know will be listened to.

All pupils are given the opportunity to join their school's Student Council, through a series of election

campaigns, presentations, interviews and voting. Our Student Council members are encouraged and trained to develop their skills and fulfil their roles to the very best of their potential. Through this process, they learn about the power of democracy, working together, socially appropriate conduct and most importantly, how hard work and using their voice can get results.

We believe that for our pupils, having their voices really listened to instils a sense of responsibility and pride, not only within their school, but within themselves. The benefit to TCES is that we are truly able to develop our services with the pupil at the centre of everything we do.

YOUNG LEADERS

We believe that the often difficult and sometimes traumatic upbringing of many of our pupils instils in them strengths and talents that, if channelled properly, will lead inevitably to different aspects of leadership.

Because of this belief that every child or young person is a potential young leader, the leadership element of our LIFE programme offers every pupil, throughout their education with us, opportunities to learn to lead themselves before progressing to leadership positions around their school.

LIFE PROGRAMME

Our LIFE programme leads to qualifications, roles and experiences in Leadership, Independence skills, Future Options, and Empowerment.



In addition to the active Student Council roles in each school, these might include:

- Sports ambassador
- Anti-bullying ambassador
- Peer mentor
- Environmental officer
- Charity ambassador

Pupils benefit from support in each role and are empowered to inspire and motivate themselves and others to effect positive change.

PARENT VOICE

We recognise that the empowerment of parents through real parental voice and engagement can be a very effective way to form a strong school community.

Through being welcomed into the school, having their voices heard and being encouraged to actively participate in all elements of their child's school life, our parents and carers benefit in ways that they have often not experienced in previous settings. They find that they themselves develop peer groups of like-minded people who completely understand the challenges that parents and carers of SEND children face on a daily basis. Many of our parents and carers have expressed how vital this support network alone is for them.

In addition to this, we offer parents and carers the opportunity for their own training and development workshops, with topics agreed through ongoing parent consultation. Sessions have included 'Gang and Knife Crime awareness', 'Understanding your Child's Education, Health and Care Plan', and 'Speech and Language tips for the home'.

Every TCES school and service has an active Parent Council in place. Members are encouraged to have a real say in the direction of the school; reviewing school policies, helping to fundraise, assisting in school events and joining the interview panel for new staff.

We believe that, by giving parents and carers the opportunity to become fully embedded within our schools, we have much stronger school communities and much happier parents, carers and pupils.



Time has definitely flown and my son is a completely different person from the one that enrolled. I have so many positive things to say about this school. The one thing I will always say is that this school has helped me and my son so much - endless support and positive vibes no matter how big or small my dilemma or question.



My son was so excited to have me witness his assembly. He loves that I am involved in the school.



I think being involved with the school helps my son to see that we work together. I think it really does help.



It's really good that parents can join assemblies to celebrate their child. The change in my daughter has been great because she can see I am interested.



They care about you in this place, sometimes I feel they care about you more than you care about yourself.

OUR SCHOOLS AND SERVICES



Acton



Stratford



Custom House



Wimbledon



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TCES

THE COMPLETE EDUCATION SOLUTION

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING



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