

THE BOXING ACADEMY

INCLUSION MANAGER CANDIDATE INFORMATION PACK



1 Monteagle Way, Hackney E5 8PH

www.theboxingacademy.co.uk

Introduction

The Governors of the Boxing Academy are seeking to recruit a talented and exceptional senior leader to become the Inclusion Manager from September 2021. This is a significant opportunity for an ambitious candidate to develop their own leadership and to help shape the future of one of the UK's most successful Alternative Provision schools. The academy provides an alternative pathway for children who have failed in (and been failed by) mainstream education, operating with the spirit of a boxing gym. For any candidate, aligning with this vision and wanting to work to improve the life chances of vulnerable and disadvantaged students is vital.

The Boxing Academy converted in May 2017 to become an Alternative Provision Free School. Since then, it has delivered on its mission of delivering high quality education and development to the most hard-to-reach young people, realised through the discipline and ethos of boxing. The Academy has gained a local and national reputation for excellence by consistently achieving some of the best outcomes of any AP in the country.

In 2017, in recognition of these achievements, the Boxing Academy was named the Tes AP school of year. In March 2020, following its most recent OFSTED inspection, the school was graded 'Outstanding'.

Diversity

The Boxing Academy is passionate about diversity and recognise that as individuals we all bring something unique to the role regardless of age, gender, race, beliefs or disabilities which is why we treat all our people equally, without compromise. We are committed to ensuring that the recruitment and selection of staff is conducted in a manner that promotes equality of opportunity.

The Boxing Academy is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check. Our commitment to safeguarding is underpinned by robust processes and checks which all applicants must undergo.

Background of the Boxing Academy

The Boxing Academy was established as a charity in 2007. The Academy addresses a need within the current education system: that the most vulnerable and challenging students do not receive the level of support that they require in mainstream settings. It is our experience that these children then become disengaged causing a cycle of exclusion, failure and low self-esteem which often results in permanent exclusion and has profoundly damaging outcomes in the short- and long-term for the pupils, their schools, their families and the wider community. We reverse this cycle by helping the pupils address their issues and giving them the skills they need to succeed in education and build a productive and happy adult life.

Our Students

The lives of most of the children at the Boxing Academy are often chaotic with no consistent adult presence at home. The experience of these children in education has been profoundly negative and they have low self-esteem and poor confidence. As a result, they can become rude, disruptive and unable to comply with any sort of instruction in a school environment. It has been our experience that for the young people referred to the Boxing Academy, the purpose of education is a mystery; indeed, to some the education system seems to be an elaborate punishment. Our unique approach uses an intensive mentoring system within a framework of small class sizes, high-quality teaching, personal learning support and daily exercise in boxing training to help even

the most difficult-to-reach children to re-engage with their education. All our staff receive training in trauma and attachment awareness, which is employed alongside their key skills of emotional intelligence and compassion.

Why Boxing?

Boxing benefits our students by getting them fit, teaching them teamwork, anger management and discipline, and improving their confidence and concentration. This school is not, however, aiming to produce competitive boxers, in fact many of the students have no interest in Boxing. The value is in the relationships that grow in the gym. We employ boxing coaches in this role because young people instinctively look up to and respect the strong role models within the boxing gym who present a positive image of respect for others, discipline, responsibility, a work ethic and good manners.



The boxing coaches support their students in the gym and the academic classes which allows the academic teachers to teach without interruption. Our approach to boxing training offers pupils the opportunity to expend their energy in a purposeful manner, to channel their aggression and to learn teamwork, discipline and the acceptance of authority. The support and encouragement they receive improves their self-esteem and confidence, while creating a positive cycle of achievement. Our students are interesting, challenging, lively, bright and funny: attributes that contribute to the unique atmosphere found in the classrooms and the boxing ring.

Curriculum

We currently offer a core curriculum of six GCSE or equivalent subjects including maths, English, Science, Art, RE and PE. The Academy also offers the capacity to sit exams in students' community language if appropriate. Curriculum delivery is interspersed with boxing sessions, and SMSC, PHSE and British Values. We also offer careers advice, and free to participant trips such as residential outward bounds holidays and an annual ski trip to the Alps.

The curriculum at the Boxing Academy is constantly reviewed and assessed for impact so that we can be sure it meets the needs of our cohort and their ever-changing circumstances.

"The curriculum is designed to prepare pupils for life in modern Britain. Staff quickly get to know each pupil, so that they can provide individualised support. They model the personal characteristics and traits needed to be a successful adult. They listen carefully to pupils' concerns and interests... Staff ensure that every pupil goes on to suitable education and training when they leave. Pupils follow courses leading to GCSE qualifications. These have been deliberately chosen to give pupils a concrete starting point for future study. Teachers quickly assess pupils' academic needs. They know that many have gaps in their learning. Some have special educational needs and/or disabilities (SEND). The needs of these pupils are met."

- OfSTED 2020

Performance and Results

The GCSE results for 2020's cohort were based on teacher assessed grades, according to the arrangements put in place by the DfE due to the Covid-19 outbreak. The Boxing Academy employed a rigorous method with solid evidence which was moderated internally and then externally by the FFT Aspire service. This cohort deserved the grades they were awarded, and we are proud of their success and their progression.

| Outcomes 2019-20 (Against DfE statistics 2018-19) | Percentage of pupils at the end of key stage 4 | | | | | | | | |
|------------------------------------------------------------------|------------------------------------------------|--------------------------------------------|------------------------------------------|------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------|---------------------------------|------------------------|
| | Achieved 9-4 pass in GCSE English | Achieved 9-5 pass in GCSE English | Achieved 9-4 pass in GCSE maths | Achieved 9-5 pass in GCSE maths | Achieved 9-4 pass in BOTH GCSE English & maths | Achieved 9-5 pass in BOTH GCSE English & maths | Entered for GCSEs or equiv | Achieved any GCSE pass | Progress 8 Score |
| Boxing Academy | 50% | 25% | 50% | 25% | 45% | 20% | 100% | 100% | +0.49* |
| England AP | 14.5% | 7.3% | 14.5% | 5.2% | 4.5% | 1.4% | 62% | 58% | -3.08 |
| England Mainstream | | | | | 65.7% | 43.8% | 99.2% | 99% | +0.01 |

*= CVA contextual value added

- **45%** of Boxing Academy candidates achieved a Grade 4 or above for **both** English and maths GCSE; 4.5% nationally for AP.
- **20%** of Boxing Academy candidates achieved a Grade 5 or above for **both** English and maths GCSE; 1.4% nationally for AP.
- **50%** of BA candidates achieved a **Grade 4 or above** for **English** GCSE; 13.3% nationally for AP.
- **50%** of BA candidates achieved a **Grade 4 or above** for **mathematics** GCSE; 15.1% nationally for AP.
- **30%** of BA candidates achieved **5 GCSE's** at Grade 4 or above;
- One **EHCP** pupil achieved **4,5,5,7,7,8** in their GCSE's.



JOB DESCRIPTION

| | |
|------------------------|-------------------------------------------|
| JOB TITLE: | Inclusion Manager |
| ACCOUNTABLE TO: | VP for Personal Development (VP-PD) / SLT |
| SALARY RANGE: | Scale SO/PO/MPS (dependent on experience) |

JOB PURPOSE

To support, develop and enrich the aspirational culture and ethos of the Boxing Academy.

To assist in the promotion, direction and oversight of high standards of teaching and learning, student achievement and progression through effective inclusion for students with special educational needs.

To carry out the duties of the Assistant Designated Safeguarding Lead.

To assist the Senior Leadership Team in raising standards in the academy.

In the context of this Job Description, students with special educational needs and/ or disabilities are deemed to include those with an EHCP, identified specific learning difficulties or behavioural problems, Looked After Children, and those with any other type of vulnerability.

PRINCIPAL RESPONSIBILITIES

Strategic direction and development

- Support effective teaching, successful learning and promote high levels of achievement and self-esteem for all students irrespective of background, ethnicity, gender or disability;
- Support the evaluation of the effectiveness of the School's policies and practice and analyse the impact on students;
- With the SLT ensure the effective and proficient use of student data from a variety of sources, both internal and external, in the process of target setting;
- Support teachers and pod leaders to foster and maintain good relationships with parents, outside agencies and the local community.

Inclusion in and out of the classroom

- Assist the SENCO with identifying and adopting the most effective teaching approaches for those students with special educational needs;
- Monitor teaching and learning activities to meet the needs of students with special educational needs;
- Liaise with other schools to ensure continuity of support and learning when transferring students with special educational needs to the Boxing Academy.
- Update the SLT on the effectiveness of provision for students with special educational needs;
- Assist the teaching and pastoral staff to have an understanding of learning needs and the importance of raising achievement among all students, including how to recognise and fulfil their statutory responsibilities;
- With the SENCO and VP-PD develop and deliver training opportunities for pod leaders and teachers to learn about special educational needs;

Leadership within the Academy

- Be a pro-active and solution-focused member of the team who contributes to the overall ethos and aims of the academy by modelling a can-do approach
- To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
- To meet regularly with SLT to report on progress of identified students, sharing good practice within our academy and organisation.
- Accompany staff and students to authorised off site activities where and when required.
- To manage the implementation of intervention programmes of activities to address behavioural, social and emotional needs of individuals and small groups.
- Contribute to the overall smooth running of the Academy wherever needed.

Post holder may be required to support SLT with staff recruitment and undertake induction, appraisal, training and mentoring of new staff as required.

Behaviour and Safety

- Lead by example by ensuring student behaviour and safety.
- Undertake annual safeguarding training with the whole staff.

Professional Standards

- Treat all members of the community, colleagues and students, with respect and consideration.
- Treat all students fairly, consistently and without prejudice.
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Support the ethos of the academy by upholding the Behaviour Policy and uniform regulations at all times including travel to and from academy.
- Participate in staff training when provided.
- Reflect on own practice as well as the practices of the academy with aim of improving all that we do.
- Read and adhere to the various policies of the academy as expressed in the Staff Handbook and Policies.
- Ensure that all deadlines are met as published in the academy calendar.

Health & Safety

- Promote and comply with the academy's policies on Equal Opportunities and Health and Safety both in the delivery of services and the treatment of others.

Safeguarding

The Boxing Academy is committed to safeguarding and promoting the welfare of students and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow our child protection procedures. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.

This job description is additional to the basic duties outlined in contracts and reflects the policies agreed by the Governing Body. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time. This job description will be reviewed regularly and is an integral part of the appraisal and line management process.

Person Specification

| Qualifications | Essential | Desirable |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Degree or equivalent. | x | |
| Professional development relevant to the post. | | x |
| Assistant DSL or DSL qualified | | x |
| Knowledge and Skills | | |
| Able to use IT efficiently. | x | |
| Able to monitor and evaluate impact of teaching and interventions. | x | |
| Highly effective communication skills which engage pupils, parents, staff, Governors, external agencies and the wider community. | x | |
| Strong leadership and the ability to inspire staff and pupils. | x | |
| Ability to develop and lead high quality professional development activities. | x | |
| Good communication skills both orally and in writing. | x | |
| A clear strategic vision for inclusion | x | |
| Experience | | |
| Experience of a management post within a school or youth-focussed organisation. | x | |
| Demonstrable track record of impact on school improvement. | | x |
| Experience of working with pupils with challenging behaviour. | x | |
| Skills/ Abilities | | |
| A sound understanding of pedagogical issues relating to supporting vulnerable pupils and those with individual and special needs | x | |
| Good interpersonal skills to take the initiative, lead, motivate, inspire and support others to achieve excellence | x | |
| Specialist Knowledge | | |
| A record of good practice in relation to dealing with safeguarding incidents. | x | |
| Strong working knowledge of safeguarding processes and policy. | x | |
| Personal Qualities & Attributes | | |
| Able to manage own workload effectively and respond swiftly to tight deadlines | x | |
| Enthusiasm, adaptability, commitment and a sense of humour. | x | |
| An understanding of the ethos and values of Boxing | | x |
| Relish challenge and perform efficiently under pressure. | x | |