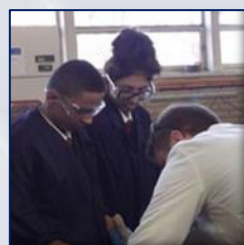


**FOXFORD**  
School & Community Arts College

**Foxford** - for Learning, for Creativity, for Success!



# Recruitment Pack

**ASSISTANT HEAD TEACHER**

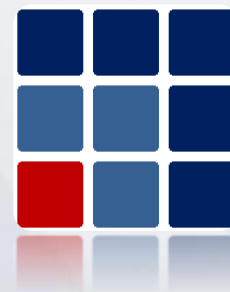
**L14 -18 £54249 - £59857**

Foxford School and Community Arts College, Grange Road, Coventry, CV6 6BB

Tel : 024 7636 9200

Fax : 024 7636 9201

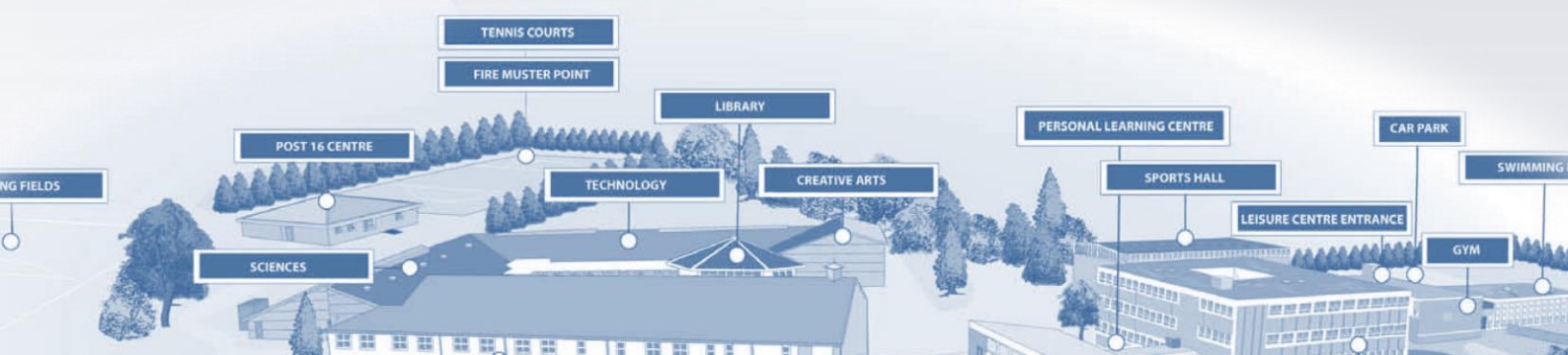
Email : [aliw@foxford.coventry.sch.uk](mailto:aliw@foxford.coventry.sch.uk)



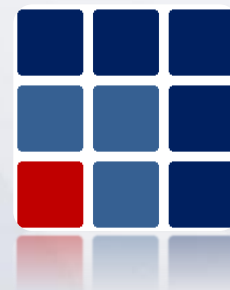
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# INTRODUCTION



At Foxford we believe that:

- Success is realised in a variety of ways
- People can and do change
- Growth is achieved through learning and partnership

We will, therefore, continue to develop a curriculum which matches the learning needs of all our students, taking account of their special needs or particular gifts and talents.

Our fundamental aims are:

- To promote educational attainment
- To work in partnership with other agencies and organisations to ensure that children are ready for learning
- To place emphasis on those learners who may be at risk of underachievement, marginalisation or exclusion.

We want all our young people to grow into successful adults.

The work we undertake with students is based on a clear understanding of what education is about. We know that it is important for the whole school community, to share these principles to help to build a meaningful partnership between home and school.

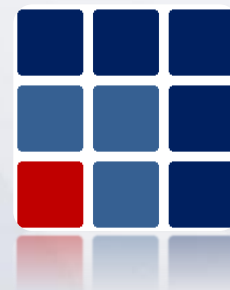


Foxford is a thriving and dynamic city comprehensive with Trust Status that has chosen to maintain its distinctive Arts specialist ethos. The school continues its journey towards an overall Ofsted judgement of Good, having gained Good for Leadership and Management in May 2016.

“Senior Leaders are ambitious. They have raised expectations of staff and pupils. Teaching and pupils’ outcomes, behaviour and attendance are all improving as a result”.

*Ofsted report, May 2016*





## EXAMINATION SUCCESS

---

While our students join the school with levels of attainment significantly below the national average our final key stage 3 assessment data (July 2017) showed that our students had made accelerated progress across the key stage.

Our students celebrated huge success A level, Vocational and GCSE results last summer. At A level, our A\*-B rate rose to 42.1%. At GCSE almost all subjects improved their rates of progress and attainment in almost all subjects including English and maths.

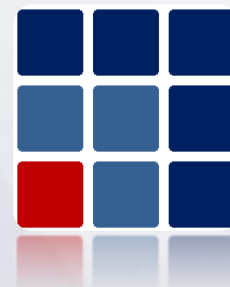
Our Progress 8 score increased to give us a judgement of average in the DfE tables. The progress of our students was judged to be above average in the current DfE tables, placing us third in the City.

Our students have high aspirations and the majority of them leave the school for either university or apprenticeships. We have an excellent record for students joining Russell group universities. Our first student started at Oxford University in September 2016 to study Mathematics at Somerville College, closely followed by another student this summer, going on to study Economics at Exeter College, Oxford.

### **Summer 2017 Results**

At A level we had our best results to date; 42.1% of students achieved A\*-B rating us in the top half of schools in the city. All our year 13 students deserve praise as they have secured apprenticeship employment or, for the vast majority, university places. Midlands's universities remain favoured destinations for many, although others will be going far and wide. Of particular note, one student will be studying Economics and Management at Exeter College, Oxford University. We are very proud that this is the second year running that we have a student going to Oxford. We also have three students who were supported with Education and Health Care Plans who leave us to study at university this year. The excellent progress made by all our year 13 students is a real testament to the partnership we have between student, teacher and parents in ensuring all students can achieve very positive outcomes.

At GCSE again, we have seen an improvement in results. This year is the first in which students have had new syllabuses to study in English and Maths which brought with them much uncertainty. Nevertheless, we are delighted that targets have been met and, in some cases, exceeded. Students fared equally well in other subjects. Again, well done to students and parents for the support you have given them and the school. Our current year 11 students now have the challenge of new syllabuses in these other subjects next summer.



# CONTEXT OF THE SCHOOL

Opened in 1956, Foxford is a mixed comprehensive school serving families in a complex catchment area in the North East of Coventry. The catchment is socially and ethnically diverse and serves the Alderman's Green, Edgwick, Little Heath, Courthouse Green, Holbrook, Foleshill and Longford districts of Coventry. Some areas have levels of deprivation above the City and National Average.

Foxford has been an Arts College since 2000. Despite the school no longer having a specialist designation financially supported by Central Government Foxford continues to maintain its Arts focus. In July 2001, Foxford was one of the first schools to achieve an Arts Mark Gold Award, which was re-awarded at each renewal date since.

We also currently hold recognition as a Healthy School, for Investors in Careers and Investors in People (3 times). In 2012 we received the Coventry Anti Bullying School Award and in the summer of 2013 were proud to become the first school in the City to be designated a School of Sanctuary.

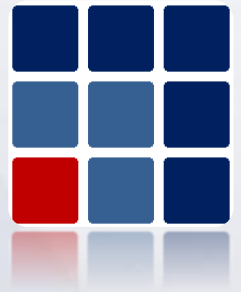
The Student Voice has developed greatly over recent years. As well as School and Year Councils, we also have a number of subject and topic related student groups, eg Sports Council, Arts Council, and Foxfam. The Student Liaison Committee meets with the Head Teacher each half term to have regular dialogue around current matters and further the development of key issues. Recent examples include the updating of rewards, developing the student leadership team and developing work for charity. Students are also involved in supporting the establishment of a Health Youth Council at the University Hospitals, Coventry and Warwickshire, and work developing further

Foxford is an active member of the Coventry Improvement Partnership – providing collaborative provision Post 16.

The Governors of Foxford School are currently supporting the school towards becoming an academy and joining a MAT led by another Coventry Secondary School.

On 1 March 2010, the school became a Trust School, our partners currently being:

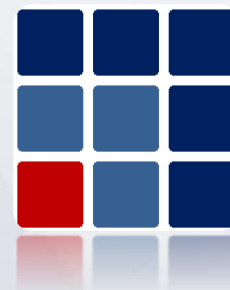
- Coventry City Council
- Coventry University
- Henley College
- The Ricoh Arena, Coventry



- University Hospitals Coventry and Warwickshire
- Changing Cultures

Partners have already greatly enhanced the curriculum experience of the students at Foxford through projects, placements and joint planning and delivery of aspects of the curriculum.

# OUR SCHOOL SITE



Foxford moved into new buildings in September 1997, on a site immediately adjacent to the old school. Four of the existing buildings have been retained and re-furbished, and provides accommodation for English, Mathematics, Catering/Dining, and Personal Learning, most community uses and sport and P.E.

New accommodation was provided for, Modern Languages, Humanities, Administration, Careers, Learning Support, the Library, Sciences, Technology, Visual and Performing Arts.

The new and refurbished buildings are clustered around a very pleasant paved courtyard, and many existing mature trees have been retained on the new site.



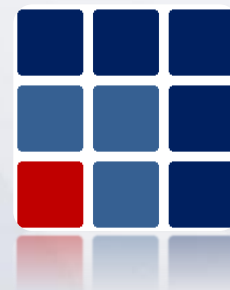
In September 2006, we added a further building to our site. A new Post 16 Centre provides us with modern facilities for our Year 12 and 13 students. Set back from the central site, in very attractive surroundings, the new facility offers much enhanced accommodation for our 16+ students.

Coventry was part of the fourth phase of Building Schools for the Future. We expected Foxford to have all its remaining, very dated, facilities replaced as part of this programme in the next few years. With the demise of BSF, however, this is not to be. We have, therefore, tried to continue a programme of refurbishment, completely refurbishing our 3-storey block.

We are currently engaged in a feasibility study with the City Council regarding possible expansion to help accommodate recent increased numbers in primary schools moving to secondary schools.

Our sports facilities form Foxford Leisure Centre which, out of school hours, provides gym and sports facilities to the local community.





# CURRICULUM ORGANISATION

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At Key Stage 3 broadly the same curriculum is offered to all students: English, Mathematics, Creative Arts, Spanish (with the option of studying Panjabi or Urdu after school); Integrated Science, Humanities, Technology and Physical Education. For a



group of our vulnerable students, a competency based “Flex” curriculum is delivered in Year 7 – with some following the model into Year 8. The students have English, Maths, Humanities and Languages taught in an integrated way by a small number of teachers.

The school’s Personal Learning Facility offers a very wide range of support strategies for students experiencing difficulties, including in-class support, corrective reading, ICT based independent learning, support for children whose first language is not English, and intervention and support for children with behavioural needs. The school also provides extensive provision for students who are characterised as gifted or talented.

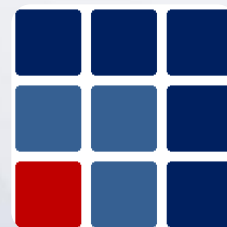
At Key Stage 4 our curriculum has been revised for September 2016 in order to embrace Progress 8. All students follow a core curriculum comprising of English, Maths, Additional Science or Triple Science, English Literature, Geography or History and then two additional option subjects. Additionally, all students follow non-exam courses in PSHE and PE.

Careers Guidance and Education is planned as part of the pastoral curriculum in Years 7 – 11, and personal counselling sessions are available to all individuals at KS4.

As part of Foxford’s Secondary Guarantee students are involved in a number of enrichment opportunities which include residential visits, educational visits, speakers and workshops during the year. All such experiences are recorded on each individual student’s profile.

The Post 16 curriculum comprises a variety of courses at Advanced (AS, A2 and Level 3 Vocational) and retake English and maths GCSE. There are strong links with the other nine schools in East Coventry and Henley College, forming the Coventry East Partnership, which provides students with an even wider range of courses. Post 16 students also follow an “Enrichment Curriculum” covering additional courses e.g. OCN Drug Awareness; OCN Sex Health Education; Basic Counselling; Emergency First Aid





Certificate and Fitness Training. Individual students will also have “shadowing” placements in primary schools, industry and commerce.

All students at Key Stage 3, Key Stage 4 and Post 16 have one tutor period each week, taken by their Form Tutor.

Assemblies are an important part of the corporate life of the school for reinforcing community values and celebrating achievements. As a multi-faith school, the Governors have accepted our present mode of delivery as the most suited to our needs.

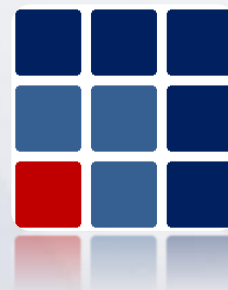


Great importance is attached to the role of the Form Tutor, and many tutors remain with the same group of students for most of their school life. Each tutor works with his or her own tutor group in a tutor period each week. There are strong emphases on active tutoring, personal development and reviewing achievement.

The work of the tutors is managed by six Directors of Learning including Post 16, who have responsibility for setting and maintaining the ethos of their cohort.

Directors of Learning have an increasingly important role in coordinating and evaluating the curriculum for their cohort and working with Directors of Teaching and Learning to improve the match of teaching and learning styles to the needs of the students.





# ORGANISATIONAL STRUCTURE

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Over 70 members of teaching staff are employed at the school and, with the non-teaching support staff; the total number of employees at Foxford exceeds 180.

Our Head Teacher is supported in the senior leadership team by two Deputy Head teachers, four Assistant Heads and the School Business and Finance Manager.

The formal curriculum is organised into faculties each with a Director of Teaching and Learning as leader.

The Faculties currently are:

English

Mathematics

Sciences

Technology

Modern Foreign Languages

Creative Arts

Personal Wellbeing

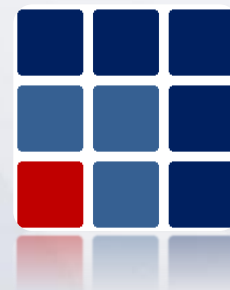
Humanities

Personal Learning

The Pastoral organisation is based on Year Teams, with a Director of Learning and tutor team who currently move with the students through Key Stage 3 and Key Stage 4.

Each student has a Progress Reviewer who is their tutor, or another member of staff who meets with them at least termly to review their progress.





## STAFF DEVELOPMENT

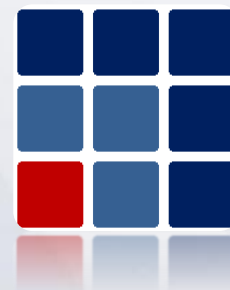
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We support the development of all staff at the school with our range of professional development programmes. These include externally accredited courses and qualifications as well as bespoke internal programmes and interventions that help individuals or groups of staff develop.

We have many trained coaches on our staff who work with colleagues to develop their practice and skills. We also employ a consultant from Changing Cultures who supports individuals to develop creative approaches to their teaching.

We have 3 lead practitioners in post who, alongside the senior leadership team, plan and deliver a bespoke CPD and Inset program for all staff. This program enables all teaching staff to take part in action research and also affords staff the opportunity to receive support, coaching and shadowing in order to pursue roles with more responsibility.

We have an excellent middle leadership development program and also support colleagues through many different ITT routes.



# CITY OF COVENTRY AND ITS SECONDARY EDUCATION

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Coventry continues its tradition as a pioneering city, bringing in new innovations. The city that led the way in ribbon weaving and watchmaking as well as the cycling and motor industries, is now preparing to be at the forefront of technology such as driverless cars and superfast broadband.

JLR has long been a Coventry success story and this year it announced it is making the city the heart of its future through a £3.8billion investment in a global HQ and product development at Whitley. Continuing the city's long and proud links with the motor industry, Geely, owners of the London Taxi Company and makers of the famous black cabs, have announced a £250million investment in a new HQ and assembly plant at Ansty, creating up to 1,000 new jobs as the company steps up production to cope with worldwide demand.

Helping to drive innovation are the two universities of Coventry and Warwick – with thousands of students bringing their skills to the area.

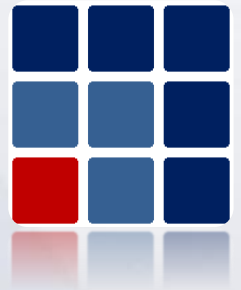
With the tourism draw of the Cathedral and ruins that drive the city's reputation as a centre for peace and reconciliation, the impressive Transport Museum, Herbert Art Gallery, and Belgrade Theatre, the city also hosts top events that bring in thousands of spectators, such as the Godiva Festival, SkyRide and Motofest.

Coventry, and in particular the location of Foxford has excellent links to the main motorway networks.

There are 22 secondary schools in the City, all 11-18 age range, except the UTC which is 14-18. All schools continue to work together through the Secondary Heads' Forum and many other city networks. A good range of training opportunities are offered to each other by schools across the city.

We are very excited to be a School within the City as plans continue towards 2021 following Coventry winning their bid to become City of Culture.





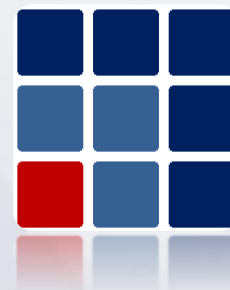
# WHY WORK AT FOXFORD?

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- We are committed to the development of all staff. This includes: -
  - Full appraisal programme (teaching staff) – including at least 1 milestone review
  - Annual appraisal for non-teaching staff
- We offer comprehensive support for Teach First, School Direct and NQTs with each teacher having an individual mentor / coach and a twilight inset programme.
- Clear progression support programme including: -
  - Training to become a coach
  - Action research
  - Middle leadership development programmes
  - Extended leadership board
- Opportunities to be supported on externally validated programmes including: -
  - Teaching Leaders
  - Leading from the middle
  - NPQH
  - Contribution towards further qualifications or degrees.
- Laptops are provided for all teachers
- Free tea and coffee in the staff room
- Subsidised staff events
- Occupational Health and counselling support
- Long service awards
- Employee benefits via 'wider wallet' offering access to corporate benefits and discount packages

# INFORMATION ABOUT THE POSITION

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February 2018

Dear Colleague

## **Vacancy for Post of Assistant Head Teacher (two posts)**

Thank you for your interest in the post of Assistant Head Teacher at Foxford School and Community Arts College.

Our most recent OFSTED Report (July 2016) is available on the OFSTED web site.

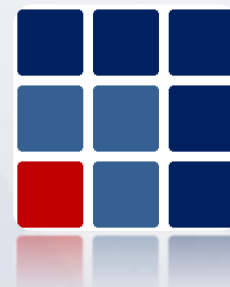
I hope you will find significant evidence, within this pack and from our website, that Foxford has achieved considerable success and development in recent years – particularly in the areas of Leadership and Management. We are therefore, looking to appoint Assistant Head Teachers who can both acknowledge the strides we have taken to gain the “Good” judgement we currently have for Leadership and Management and join as members of the Senior Leadership Team, in our strive to gain a judgement of “Outstanding” in the near future.

We are looking to replace two of our Assistant Head Teachers who were recently promoted to Deputy Headships in outstanding schools. We are seeking passionate and enthusiastic practitioners as their successors, who have a proven track record of both leading colleagues and personally accelerating the progress of students, to contribute to our continuing journey and bring fresh eyes and energy to lead staff forward in our drive to maximise progress for all our students.

These posts would equally suit someone new to Senior Leadership or a current Assistant Head who is looking to widen their experience, hence the extended pay spine available to a holder if and when appropriate.

Initial responsibilities across the two posts are likely to include some of the following:

- Data including strategic direction, target setting and tracking
- Disadvantaged students
- Priority groups
- The curriculum
- Vocational examination courses including the oversight of Btec
- Options
- The school timetable
- Reporting
- ICT strategic overview
- Links with community partners



- line management responsibility which could include faculties and year groups
- Learning and Teaching

There will however be the need for flexibility. All responsibilities are reviewed by the Head on an annual basis.

Foxford is an 11-18 multicultural Trust School which is known for its friendly, supportive ethos and ambition. We are a forward thinking and busy school with lots of links to the community. The role of a Senior Leader at Foxford School is as demanding as it is rewarding. The school serves some of the most deprived areas of Coventry and pursuing our aims of ensuring personal success for all students requires an enormous amount of commitment, patience and energy, as well as the natural ability to derive enjoyment from working with a wide variety of young people.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

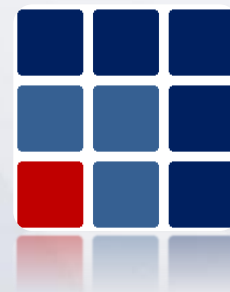
If, after reading this information, you are interested in our vacancy, I would be pleased to receive an application from you consisting of the **completed application form and a letter** - of no more than two sides – **in which you outline how your skills and experiences could support us on our continuing journey.** You should make specific references to initial responsibilities described in this letter where you feel you have relevant experience. **Your letter should also include examples and the impact of work you have carried out in your current role.**

The closing date for applications is **Monday 5 March 2018 9.00am.** We will be **interviewing w/b 12 March.** If you want to make arrangements for a visit, or wish to discuss any aspect of this post, please contact Ali Wilkins, HR Manager at the school on 024 7636 9200, or email her at [aliw@foxford.coventry.sch.uk](mailto:aliw@foxford.coventry.sch.uk).

I look forward to receiving your application.

Yours sincerely

pp Ruth Williamson  
Head Teacher



## **CONDITIONS OF EMPLOYMENT OF DEPUTY HEAD TEACHERS AND ASSISTANT HEAD TEACHERS (DfE September 2017)**

### **Deputy head teachers and assistant head teachers**

- 48.1. A person appointed as a deputy or assistant head teacher in a school, in addition to carrying out the professional duties of a teacher other than a head teacher including those duties particularly assigned by the head teacher, must play a major role under the overall direction of the head teacher in:
- a) formulating the aims and objectives of the school;
  - b) establishing the policies through which they are to be achieved;
  - c) managing staff and resources to that end;
  - d) monitoring progress towards their achievement;
- and undertake any professional duties of the head teacher reasonably delegated by the head teacher.
- 48.2. If the head teacher is absent from the school a deputy head teacher must Undertake their professional duties to the extent required by the head teacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.

### **50. Teachers other than a head teacher**

- 50.1. A teacher may be required to undertake the following duties:

#### Teaching

- 50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- 50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 50.4. Participate in arrangements for preparing pupils for external examinations.

#### Whole school organisation, strategy and development

- 50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 50.6. Work with others on curriculum and/or pupil development to secure co-Ordinated outcomes.
- 50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

#### Health, safety and discipline

- 50.8. Promote the safety and well-being of pupils.
- 50.9. Maintain good order and discipline among pupils.

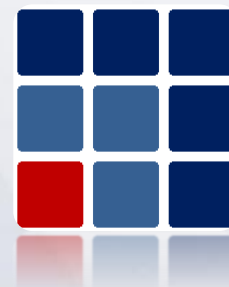
#### Management of staff and resources

- 50.10. Direct and supervise support staff assigned to them and, where appropriate, Other teachers.
- 50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 50.12. Deploy resources delegated to them

#### Professional development

- 50.13. Participate in arrangements for the appraisal and review of their own





Performance and, where appropriate, that of other teachers and support staff.

50.14. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

#### Communication

50.15. Communicate with pupils, parents and carers.

#### Working with colleagues and other relevant professionals

50.16. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

### **51. Working time**

51.1. Nothing in this Document is to be taken to conflict with Council Directive 93/104/EC of 23 November 1993 concerning certain aspects of the organisation of working time (22)

#### **Specified working hours**

51.4. The provisions of paragraphs 51.2 to 51.12 of the School teachers pay and conditions document do not apply to:

- a) head teachers, deputy head teachers, assistant head teachers, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a head teacher, deputy head teacher or assistant head teacher pursuant to paragraph 23;

#### **Daily break**

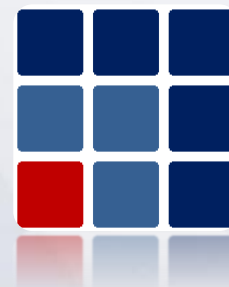
52.3. .... Deputy head teachers, assistant head teachers and teachers on the pay range for leading practitioners are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

#### **Work/life balance**

52.4. Governing bodies and head teachers, in carrying out their duties, must have regard to the need for the head teacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties including, in particular, in the case of teachers to whom paragraphs 51.2-51.12 apply, their duties under paragraph 51.7, and the time required to pursue their personal interests outside work. In having regard to this, governing bodies and head teachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998(23)

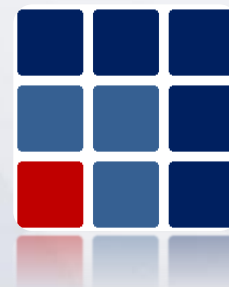
#### **Management time**

52.6. A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.



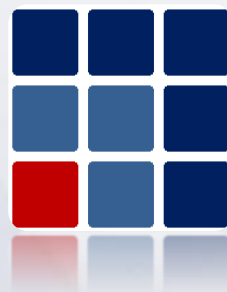
**ASSISTANT HEAD TEACHER: PERSON SPECIFICATION**  
**To be used during the selection progress**

	<b>Attributes</b>
<b>Educational</b>	<ul style="list-style-type: none"> <li>Degree and qualified teacher status</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>An understanding of high quality teaching and effective learning</li> <li>An understanding of the potential of student voice and parental engagement</li> <li>An understanding of strategies and tactics to secure whole school improvement</li> <li>A clear understanding of the current educational agenda</li> <li>A clear vision for this school's future</li> <li>An understanding of the potential of this role.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Strong professional development record</li> <li>An outstanding classroom practitioner who has also had a strong positive impact in a leadership role</li> <li>Experience of successful change management</li> <li>Experience in more than one school welcomed</li> <li>Educational roles beyond the current school</li> <li>Record of success in more than one team</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>A proven ability to design, monitor and evaluate classroom provision based on the identified learning needs of individual students in order that they make accelerated progress</li> <li>A proven ability to use data on a whole school level to raise performance</li> <li>A proven ability to work sensitively and effectively with colleagues in helping them to improve their everyday classroom practice</li> <li>Positive profile with students/staff/parents</li> <li>Excellent written and oral communication</li> <li>Good professional networks / contacts</li> <li>Good team player / builder with the ability to set aspirational standards, provide professional direction and develop high performing teams</li> <li>Decision making skills including the ability to think creatively, problem solve and identify opportunities</li> <li>Ability to prioritise, plan, organise, work under pressure and meet deadlines</li> <li>Empathy with young people of all levels and backgrounds</li> <li>Capacity for, and interest in, further promotion</li> </ul>
<b>Qualities</b>	Patience, persistence, flexibility, tact, imagination, commitment, resilience, sensitivity, sense of humour, energy
<b>Special Requirements</b>	<p>Good health and attendance records in line with the Schools Promoting Health at Work Policy</p> <p>All posts within this School are exempted under the Rehabilitation of Offenders Act 1974 and, as such, appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via The Disclosure and Barring Service</p>

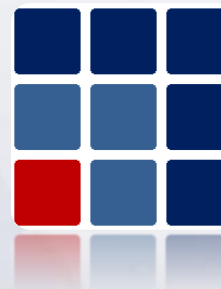


## **ASSISTANT HEAD TEACHER - PROFESSIONAL QUALITIES**

- **Learning and Teaching:** Have at least a record of successful teaching.
- **Leadership:** able to lead others and ensure that their efforts make a difference to the school. Promote the ethos and culture of the school and ensure that others are clear of how the school mission and vision becomes a reality.
- **Analytical thinking:** able to investigate cause and effect and make suggestions for possible solutions to problems. Able to analyse, draw conclusions and then mobilise and organise resources to make a difference to areas of school life.
- **Holding People Accountable:** able to set clear expectations and parameters, able to hold colleagues accountable for their roles, challenging under performance and making suggestions for improvements whilst maintaining good working relationships in school.
- **Motivator and Coach:** able to motivate colleagues, both teaching and non-teaching, coach them to better performance and encourage and enthuse others across the school.
- **Enthusiastic and Positive:** a belief that all students can achieve and making this belief a reality through work in school and beyond with the wider community.
- **Determined and Committed:** able to work well under pressure and whilst maintaining a level head and cool temperament. A commitment to constant striving for success and the best outcomes available for students. The ability to see something through from inception, through development to fruition.
- **Successful and high performing:** able to show evidence of success in a previous role where they have made a difference to outcomes for students. Able to work consistently at a high level of performance.
- **Team player and team leader:** able to contribute to teams across the school, particularly at senior leadership meetings and represent their views in an articulate and clear way. Able to contribute to debate and formulation of policy and strategy. Able to lead teams of teachers in making policy a reality in school.
- **Good communicator:** able to communicate in both verbal and written form clearly making views known, making reports or discussing ideas with a variety of audiences and at all levels. Able to make compelling arguments and put forward a clear rationale and willingness to justify a position. An essential sense of humour and a willingness to see the bright side!

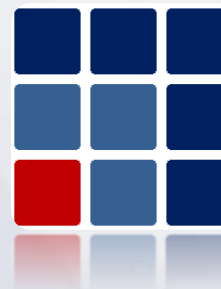




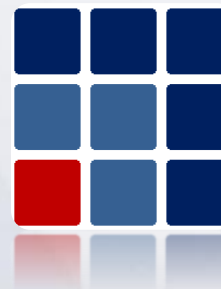


Name	Strategic	Other Responsibilities	Line Management
<b>Ruth Williamson</b>  Head Teacher	<ul style="list-style-type: none"> <li>• Vision for the school</li> <li>• Policy and direction</li> <li>• Trust</li> <li>• Budget</li> <li>• Personnel</li> <li>• Site</li> <li>• External relationships</li> <li>• OFSTED</li> <li>• Recruitment and retention</li> <li>• Trust status</li> <li>• Future status of the school</li> </ul> <b>School Improvement Plan</b> <b>SEF (with MQS)</b>	<ul style="list-style-type: none"> <li>• LA liaison</li> <li>• Appraisal</li> <li>• Leisure center</li> <li>• School calendar</li> <li>• Coordination of leadership team meetings</li> <li>• Coordination of full staff meetings</li> <li>• Governing Body (full governors' meetings, termly report, resource management sub-group)</li> <li>• Educational visits</li> <li>• Exclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head Teachers</li> <li>• Business and Finance Manager</li> <li>• HR Manager</li> </ul>

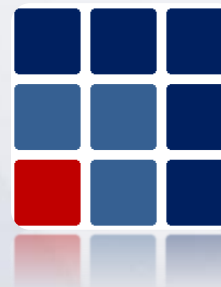
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<b>Tracey Anderson</b>  Business and Finance Manager	<ul style="list-style-type: none"> <li>• Budget/Financial Planning</li> <li>• Personnel/CPD (non-teaching)</li> <li>• Safeguarding</li> <li>• Staff development reviews</li> <li>• Catering/lunchtime arrangements</li> <li>• Health and safety</li> <li>• Cleaning</li> <li>• Site</li> <li>• Leisure Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of school and community</li> <li>• Coordination of health and safety meetings</li> <li>• Coordination of SA meetings</li> <li>• Coordination of admin. staff meetings</li> <li>• Governing body resource management meetings</li> <li>• Trust – Company Secretary</li> <li>• Staff handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Senior School Administrator</li> <li>• Facilities Manager</li> <li>• Catering Manager</li> <li>• Supervisory Assistants</li> </ul>



Name	Strategic	Other Responsibilities	Line Management
<b>Marie Szyndler</b> Deputy Head Teacher	<ul style="list-style-type: none"> <li>• Learning and Teaching</li> <li>• Self-Evaluation</li> <li>• CPD</li> <li>• Preparation for OFSTED</li> <li>• School Improvement Plan (with Head Teacher)</li> <li>• Quality assurance and intervention for Teaching and Learning</li> <li>• Intervention</li> <li>• Coaching</li> <li>• Literacy / Numeracy (Autumn Term)</li> <li>• Induction of new teaching staff</li> <li>• Coordinator of Initial Teacher Training including Teach First students &amp; NQTs</li> <li>• Governor Development</li> </ul>	<ul style="list-style-type: none"> <li>• CPD – including Leadership Development</li> <li>• Implementation of Teaching of Learning Policy</li> <li>• Faculty Reviews</li> <li>• Performance and Standards Sub Group of the Board of Governors (with SSB)</li> <li>• Middle Leaders' Meetings (with SSB)</li> <li>• PLTS Meeting Cycle</li> </ul>	Assistant Head Teachers JHB / RHN  DTL: <ul style="list-style-type: none"> <li>• English</li> <li>• Humanities</li> <li>• Mathematics</li> <li>• Science</li> <li>• Well being</li> <li>• Design Technology (with CHQ)</li> <li>• Lead Practitioners (with DTL's)</li> <li>• Subject Intervention Mentors (with DTLs)</li> </ul>



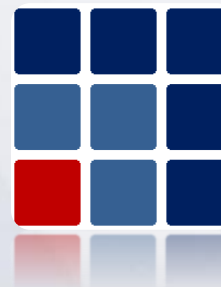
Name	Strategic	Other Responsibilities	Line Management
<b>Sarah Beestone</b>  Deputy Head Teacher	<ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Safeguarding and Prevent</li> <li>• The Pastoral System years 7 – 11</li> <li>• Admissions</li> <li>• OB2L</li> <li>• Engagement for Learning</li> <li>• SENCO</li> <li>• EAL</li> <li>• Attendance</li> <li>• Partnership with external support agencies</li> <li>• Equal Opportunities</li> <li>• Preparation for OFSTED</li> <li>• Extended provision</li> <li>• Strategic overview of student support</li> <li>• Student leadership</li> <li>• Parental Engagement</li> <li>• PSHME</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Performance and Standards Sub Group of the Board of Governors (with MQS)</li> <li>• Middle Leaders' Meetings (with MQS)</li> <li>• Oversight of Drugs Policy</li> </ul>	Assistant Head Teachers:  CHQ / MQM <ul style="list-style-type: none"> <li>• SENCO inc LAC</li> <li>• EAL coordinator</li> <li>• Family Worker</li> <li>• CAMHS worker</li> <li>• Inclusion Admin Assistant</li> <li>• Citizenship coordinator</li> </ul> DOL: <ul style="list-style-type: none"> <li>• Year 7</li> <li>• Year 8</li> <li>• Year 9</li> <li>• Year 10</li> <li>• Year 11</li> </ul>



Name	Strategic	Other Responsibilities	Line Management
<b>Vacancy</b>  Assistant Head Teacher	<ul style="list-style-type: none"> <li>• ICT – Strategic whole school overview</li> <li>• Data including strategic direction, target setting and tracking</li> <li>• Pupil Premium</li> <li>• Constructing the school timetable</li> <li>• Reporting</li> <li>• Options</li> <li>• Open Evening</li> <li>• Student career progression –inc. CIAG / WRL</li> <li>• Trust Partners (with RTW)</li> </ul>	<ul style="list-style-type: none"> <li>• The school day</li> <li>• Staff duties</li> <li>• Duties</li> <li>• Prospectus / website</li> <li>• Open Evening</li> </ul>	DTL: <ul style="list-style-type: none"> <li>• ICT within Technology faculty</li> <li>• Languages</li> <li>• ICT Manager</li> </ul> <ul style="list-style-type: none"> <li>• Futures Adviser</li> <li>• Data Manager (with TA)</li> </ul>

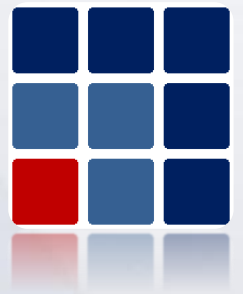
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<b>Jonathan Blackwall</b>  Assistant Head Teacher	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Student stretch and challenge (incorporating HAS, IGGY etc KS3 – 5)</li> <li>• Transition KS3 – 4 and KS4 – 5</li> <li>• Year 11 – structure, curriculum, progression and progress</li> <li>• Examinations</li> <li>• Enrichment days</li> <li>• Higher education aspiration</li> <li>• Post 16 education</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Review Planning with (MQS)</li> <li>• Digital communication</li> <li>• Foxford Fun Day</li> <li>• Kampala link</li> <li>• Homework</li> <li>• Planners</li> </ul>	DTL: <ul style="list-style-type: none"> <li>• Creative Arts</li> </ul> DOL <ul style="list-style-type: none"> <li>• Post 16</li> <li>• Examination Manager</li> <li>• BTEC</li> </ul>





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<b>Michael Moore</b> Assistant Head Teacher	<ul style="list-style-type: none"> <li>• Climate for Learning</li> <li>• Behavior management system (BMS)</li> <li>• Learning Zones</li> <li>• Alternative Provision</li> <li>• Leadership and development of Progress Mentors</li> <li>• Pixl Edge</li> <li>• PASS</li> <li>• Induction and management of cover supervisors and others who provide cover for absent teachers (Autumn term)</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination of Outside Agencies' Support Group to include Overcoming Barriers to Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Leader Learning Bases</li> <li>• Cover supervisors (Autumn term)</li> <li>• Education in outside spaces Consultant</li> </ul>

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<b>Rachel Norton</b> Assistant Head Teacher	<ul style="list-style-type: none"> <li>• The history curriculum</li> <li>• KS2 – 3 Transition</li> <li>• Coaching</li> <li>• Supporting the development of CPD</li> <li>• Rewards and celebration</li> <li>• Progress Review process</li> <li>• SMSC</li> <li>• Flex</li> <li>• Induction and management of cover supervisors and others who provide cover for absent teachers (not Autumn term)</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration Evening</li> <li>• New Intake Day</li> <li>• Parents Evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Librarian</li> <li>• Accelerated Reader coordinator</li> <li>• Cover supervisors (not Autumn term)</li> </ul>



*Growth is achieved through learning and partnership*

*People can and do change*

*Success is realised in a variety of ways*