PASTORAL ASSISTANT HEADTEACHER

Further information

The School

You may have read the school’s most recent OFSTED report, been on the school’s website and/or may already know something about the school from personal experience or from word-of-mouth. There is an additional document in this pack which also gives you more information about the school as a whole and you will get time on interview to find out a lot more.

Briefly, Lady Lumley’s is an 11-18 community comprehensive school set in a rural location. Most of our students come from the Pickering area although an increasing number catch buses in from the coast. Students are naturally polite and courteous and are almost universally well-behaved. We have very high expectations of both staff and students and we expect everyone to work hard.

The school day is structured into three 100 minute lessons. This arrangement has been in place since September 2013 and is working very well. We believe every student is capable of achieving highly, so we avoid setting students by prior attainment. The only exception is we set in mathematics classes in Key Stage 4. The mixed classes mean that there are no ‘sink sets’ and no artificial ceilings on what students can achieve.

In terms of external examination results, Lady Lumley’s, without playing any games with the data, is in the top third of schools in the country. Anybody walking into school immediately feels the calm atmosphere, even between lessons. Students and staff enjoy being at the school and there are excellent relationships at all levels.

All students are very well supported in their learning although a minority of students require more support than others. These students receive additional help and guidance from the pastoral and learning support teams and it is these teams that you will manage.

The post

The remit of this post is a wide one. We are looking for someone who can take on the role of pastoral leader within the school, i.e. to look after the welfare of every student so they are happy, safe and able to learn as effectively as possible. You will also be responsible for all aspects of safeguarding within the school and we realise that this is a role which appears to get bigger and more complicated every day. We also believe that incorporating the role of special educational needs and disabilities coordinator into this senior leadership position will allow you to continue the good work put in place by your predecessor. You will not be working alone and will have the support of the rest of the senior leadership team as well as excellent support from the people you line manage.

We recognise the demands on your time within school and the often reactive nature of this role, so we do not expect you to carry a teaching load. We would expect you to share an equal part of the responsibilities of the senior leadership team although this would not involve line management of departments.

There is more information in the rest of this document which we hope conveys a flavour of the role and of Lady Lumley’s School. If there are any particular questions which have not been answered in the information available to you, please contact the headteacher, Richard Bramley, at the school.

The pastoral team

The pastoral team consists of four members of the advanced teaching support team (ATS) working alongside the school counsellor. This team will report directly to you. The team in its current format has only been in existence since September 2017 although it has developed greatly since then and we feel this is the strongest, most effective pastoral team we have ever worked with. Each member of the team has particular responsibilities although these are not exclusive and all team members will work with whoever, and wherever, is necessary. Debbie Smith has responsibility for Year 6 to 7 transition and for Year 7, Jeni Loosely is responsible for Years 8 and 9 and Dawn Briston for Years 10 and 11. Karen Cornforth is our attendance officer and also plays a role supporting students pastorally. The team is completed by support from Sarah Jackson who is our dedicated school counsellor. Debbie, Jeni, Dawn and Karen are all members of the larger ATS team and have the associated responsibilities of lesson cover, class support and individual student support.

The duties of the pastoral team are so organised that there are always two members of the team on duty at any time and they know they can call on the support of any member of SLT if necessary. The model of the pastoral team is a relatively new one and, as with any other part of the school, is under constant review.

The learning support team

You will also line manage the learning support team. This team consists of 9 members of staff (Lisa Aconley, Bethany Collins, Denise Dane, Eloise Davison, Paul Holbrook, Claire Jackson, Celia Kennedy, Kevin Le Grande and Deborah Thompson) plus the 4 pastoral ATS, and the learning support manager, Anita Frith. Anita coordinates the day-to-day running of the team, including allocating teaching staff cover and deploying the ATS as needed to support teachers in lesson and particular students. The learning support department is located at the centre of the school and all other classrooms are numbered by distance away from it.

A few (currently 4) students with particular learning needs spend a proportion of their day in the learning support department supported by one or more ATS and Anita. Our intention is to develop the self-confidence and resilience of these students so they can attend more and more mainstream classes. Staff in the learning support team have a variety of roles including lesson cover, class support and one-to-one support. They may also work with individual students or small groups on intervention strategies designed to accelerate the students’ progress in English and/or mathematics. Individual ATS also take on specific responsibilities, for instance coordinating the health and medical needs of particular students.

The specific learning difficulties team

Lady Lumley’s School is an enhanced mainstream school (EMS) which employs two staff (separately financed by NYCC) to support students in the school and a large surrounding area who have specific learning difficulties. The team of Lesanne Davison and Sue Stott work on an outreach model, supporting over 40 schools to give staff in those schools the knowledge and skills necessary to effectively teach these young people. The areas of expertise are dyslexia, dyspraxia and dyscalculia. We believe the whole school is an enhanced mainstream school and that we should be an example of good practice when working with students with specific learning difficulties. The school benefits from having these teachers who have a great deal of expertise in these areas. Lesanne is a qualified SENDCO and Sue has a background as an educational psychologist. Lesanne and Sue work closely with the school’s learning support department.

Other support staff

All staff, whether their job role directly involves students or not, care deeply about the young people in the school and this is evident in their dealings with the students. Our catering and caretaking staff, for example, have occasionally taken a student under their wing and worked with them on small-scale projects at which they have succeeded and gained confidence. The school is a friendly place to work and the staff all know that they have a collective responsibility to do the best they can for the students in the school.

The teaching staff

We have a strong and supportive team of teachers within Lady Lumley’s school. Teaching staff are organised by departments and each department has a subject leader with larger departments also having other TLR post holders. The staff complement is very stable although we do have a reasonably healthy turnover with between 5 and 10 staff joining the school each year. Staff are incredibly caring about their students and want them to do well whilst recognising each as an individual. All staff give freely of their time, frequently offering lunchtime support sessions and are happy to work with students outside normal lesson time and after-school. Teachers are kept fully briefed about the needs of particular students and the effective use of such information is an area of continuous development within the school. Teachers sometimes find it hard to know how to get the best from students with particular learning needs and they value the help given to them by the student support team. In the best practice situations, teachers work hand in glove with members of the student support team and sometimes it can be hard to distinguish who is the teacher and who is the ATS within a lesson. Teachers are asked to fill in an ATS plan before any lesson where an ATS is due to attend, and these outline the expectations of the ATS and the most effective way to deploy them.

ROOSE

The four secondary schools in Ryedale work closely together and are jointly responsible for the Ryedale Out Of School Education unit. This is based in office space in the centre of Pickering and we have excellent relations with the staff at the centre. ROOSE is directly administered and supported by Lady Lumley’s School. ROOSE is similar to a Pupil Referral Service although it has no roll of its own. The head of centre, Sarah Jowett will work closely with you to offer support and guidance with students who are unable to access mainstream education. ROOSE offers an educational package to such students on a short-term and occasionally, long-term basis.

The senior leadership team

The senior leadership team (SLT) currently consists of Richard Bramley (headteacher), Stuart Cleary (deputy headteacher), Lorraine Phippen (deputy headteacher) and three assistant headteachers: James Ambrose, Brian Davis and Sam Squibb. We also have an extended senior leadership team where the heads of the English and mathematics departments are invited alongside Sarah Jowett who is head of the ROOSE centre (Ryedale Out Of School Education). Each year a member of the wider school staff is invited to be an associate member of the senior leadership team for professional development purposes. This year we have been joined by Rachel Wilson who is the joint subject leader for modern foreign languages.

Each member of the senior leadership team has specific responsibilities although these are wide ranging and the list provided here does not do justice to the variety and breadth of their responsibilities.

Stuart Cleary is deputy headteacher staff support. This is most similar to a curriculum deputy although Stuart’s remit is far wider. Stuart is responsible for the school’s curriculum, timetable, the budget and the staffing within the school as well as coordinating the work of the assistant headteachers and line managing various curriculum leaders.

Lorraine Phippen is deputy headteacher student support. Like Stuart’s role, this is similar to that of a pastoral deputy although Lorraine takes this role way beyond that description. Lorraine is also the school’s SENDCO, and as the school’s designated child protection officer, she is also responsible for safeguarding. Lorraine directly line managers the pastoral ATS and indirectly all other ATS. Lorraine is retiring at the end of this year after 36 years at Lady Lumley’s School. The advertised post partially replaces Lorraine’s job, although some of her role will be moved elsewhere within the school. Lorraine is a committed advocate for all students in the school, particularly those with additional learning needs.

James Ambrose is a teacher of science and assistant headteacher with responsibilities as head of sixth form and, new for this year, oversight of Key Stage 4.

Brian Davis is a modern foreign languages teacher and assistant headteacher with responsibilities for the quality of teaching and learning within the school. Brian also line manages a number of curriculum areas and is responsible for the induction of NQTs.

Sam Squibb is a mathematics teacher and assistant headteacher with responsibilities for the accurate compilation and analysis of student data, the options process and the construction of the school timetable. Sam also line manages several curriculum areas and looks after our ITT students.

All members of the senior leadership team carry out duties in the school at breaks and lunch times and are available during the school day on an ‘on-call’ rota. Whilst this is expensive in terms of senior leadership time, staff appreciate having senior staff out and about within the school. There is very little disruption of learning during lessons so this time is mainly used to drop-in on lessons and carry out learning walks. All members of staff are encouraged to do learning walks and it is part of the expectations of senior and middle leaders. Every member of the school appreciates the support and advice offered by these drop-ins and there is a genuine open door culture within the school.

The senior leadership team meet every morning for about 15 minutes and once a week in an after-school meeting. The deputies and assistant headteachers are directly line managed by the headteacher and meet with him one-to-one on a regular basis.

Whilst the senior leadership team is, by definition, part of a hierarchical model the team works very much on a collegial basis and all views are welcomed and valued.

The governing body

Lady Lumley’s school has a caring, committed and supportive governing body. Governors are involved in all staff appointments, whatever the level, as we feel this is a great way for governors to be an integral part of one of the most important aspects of leading the school. There is a SEND link governor (Alan Payne) and all governors take a close interest in the pastoral aspects of the school. Governors want every child to be happy and as successful as they can be. They genuinely believe that a love of learning and an enthusiasm for life itself are important and will lead to good examination results. This philosophy is shared throughout the school. Governors’ meetings are held approximately once a month and all governors attend each meeting. The focus of each meeting changes in a cycle between full meetings, those devoted to learning and those devoted to resources (although there is much intermixing of topics).

Currently the headteacher (who is also a governor) and both deputy headteachers attend all governors’ meetings. Although nothing is yet set in stone, it would be sensible if assistant headteachers attended those governing body meetings where items to be discussed fell under their particular remit. Although this involves another evening in school, it is a good opportunity for professional development if you wish to progress even further in school leadership.

The selection process

The interview will be held over one day and will very much be a two-way process. We need to decide if you are the right person for this post at Lady Lumley’s School and you need to decide if Lady Lumley’s School is the right place for you. We hope we have structured the day in such a way that all parties can make the most informed decision.

During the day there will be the chance to meet students in the school and particularly students with additional needs. You will be taken on a tour of the school where you can decide where to go and drop into any lessons you choose. You will also meet a panel of middle leaders and members of the support staff and there will be a written exercise. You will have lunch with the other candidates during which you will be able to spend time with Lorraine Phippen, Anita Frith and Sarah Jackson.

If you are taken through to the afternoon, there will be a formal interview and the panel will probably be Richard Bramley, Stuart Cleary, John Cheetham (chair of governors) and Alan Payne (SEND link governor).

If you are offered the post, we would hope to be able to see you in Lady Lumley’s School for a few days in the summer term and we would negotiate with your present school to try and enable this.

When in post

Starting in any new post is difficult, starting at senior level possibly even more difficult and starting in a role such as this which is driven by the demands of the students, possibly the most difficult of all. From experience, we know people take time to settle in to being part of the senior leadership team and it will clearly take time to settle into the routines of a new school. You will be given a great deal of support in the first few months of the role and the school is a naturally supportive environment. If there are areas of the role which are new to you, we would have explored these with you during the selection process and additional support and training will be provided.

The new assistant headteacher

We are looking for someone who can make a significant contribution to the day-to-day running of the school and its longer term strategic development. Your philosophy of education should match that of the school’s; that is, we put the students first. You should be willing to bring new ideas to the school and, at the same time, take on board existing practices. Apart from our belief that the students are at the centre of everything we do, there are no ‘sacred cows’ at Lady Lumley’s school and we will willingly try new things if we believe they will enhance the students’ experience. Roles and responsibilities within the senior leadership team have changed over time although they have been static for a while. There are no boundaries on what you are able to do and each of us has been able to develop in new areas during our time on the team. Obviously we want a team player, but we also want somebody able to lead and somebody who is not afraid to defend their own ideas.

We are not looking for the ‘finished article’ but for somebody who can grow and develop and become an important part of the continuing story of Lady Lumley’s School.

We look forward to your application.

Richard Bramley

on behalf of the staff and governors of Lady Lumley’s School