



UXBRIDGE
HIGH SCHOOL



GUIDANCE LEADER INFORMATION PACK

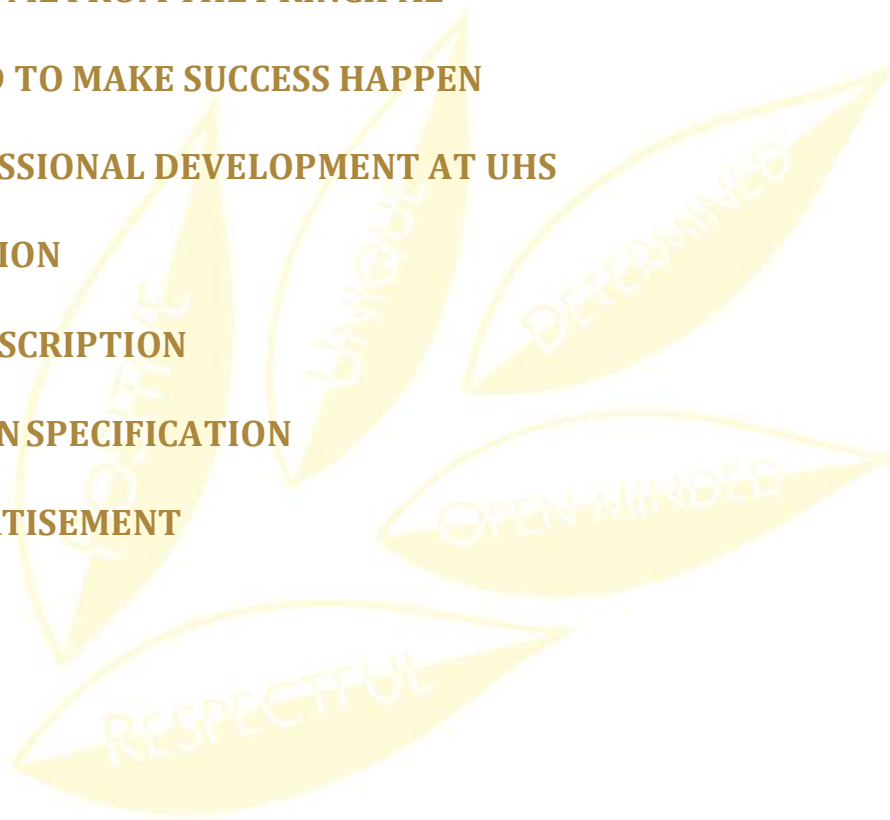
Required for March 2024
or earlier if available



UXBRIDGE
HIGH SCHOOL

CONTENTS

1. WELCOME FROM THE PRINCIPAL
2. PROUD TO MAKE SUCCESS HAPPEN
3. PROFESSIONAL DEVELOPMENT AT UHS
4. LOCATION
5. JOB DESCRIPTION
6. PERSON SPECIFICATION
7. ADVERTISEMENT





WELCOME FROM Louisa Seymour, PRINCIPAL

Thank you for your interest in working at Uxbridge High School. I would like to take this opportunity to tell you about our unique school and to highlight the significance of this important appointment. You are applying to join an exemplary and highly energetic staff team that are committed to providing the best opportunities for all students. The school is extremely ambitious and continually improving in all aspects. Therefore, I am looking for exceptional people with energy and drive to join us in this work. You will notice the prominence of gold in our school logo, and this embodies the standard of the school we aspire to be.

We have much to celebrate at Uxbridge High School including a committed and focused student body and staff, outstanding facilities, strong relationships with the community and school partners, supportive trustees, and a thriving sixth form. We are comprehensive and multicultural. You will enjoy the reward of working in a diverse community with equality for all at the heart of our ethos.

I would recommend that you spend time reading our most recent Ofsted report, which can be viewed here: [Ofsted report](#). The inspection report confirmed that there has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out. The report confirms our significant strengths in all areas of leadership, teaching, personal development and outcomes. We are particularly proud of our broad and ambitious curriculum, which prepares our students well for GCSE and A-Level study.

We have a high performing leadership team who focus on developing all colleagues in the school to be their best. We pride ourselves on creating a culture where students and adults take pride in their role and love being part of this amazing school and profession. Training is integral to our development and our lead practitioner team (LPT) lead on a personalised CPD curriculum for all colleagues. We ensure that we focus on specific teaching strategies that enable students to learn well. We also insist that all students have excellent attitudes to their learning and staff are supported to have consistent high expectations for all. We believe in growing colleagues within the institution, if you join us, you will be part of an extensive and rich CPD programme that is highly valued by staff at all levels.

We are committed to ensuring all students and staff show a love for reading. We recognise that poor literacy and numeracy on entry to school is a barrier to learning and therefore apply a systematic, whole school focus, to address this. This is linked to a curriculum that is innovative, exciting, and leads to student success. To this end we are constantly reviewing our curriculum to ensure a rich and well-referenced learning experience for all our students, whilst balancing the need to do the best for our students. We value all subjects and wider opportunities at the school.

Our sixth form provision is exceptional with a broad and exciting post-16 curriculum. We are phenomenally successful in preparing students for a wide range of university, apprenticeship, and workplace destinations.

As Principal, I operate with an authentic, visible, and distributive leadership style. To support this, I am looking for leaders and staff who subscribe to an open and trusting culture, who can bring a collaborative and 'can do' solution-focused attitude. We seek colleagues, teachers and leaders who are able and keen to achieve excellence across the school.

The successful candidate will demonstrate their unrelenting energy and drive that will continue to allow Uxbridge High School to be a school that can guarantee to maximise student progress, achievement, and opportunity through an outstanding education.

If you feel you can meet the needs of all our students without limitation, and are excited to join us, then I look forward to hearing from you further.

Louisa Seymour
Principal

PROUD TO MAKE SUCCESS HAPPEN

Our vision

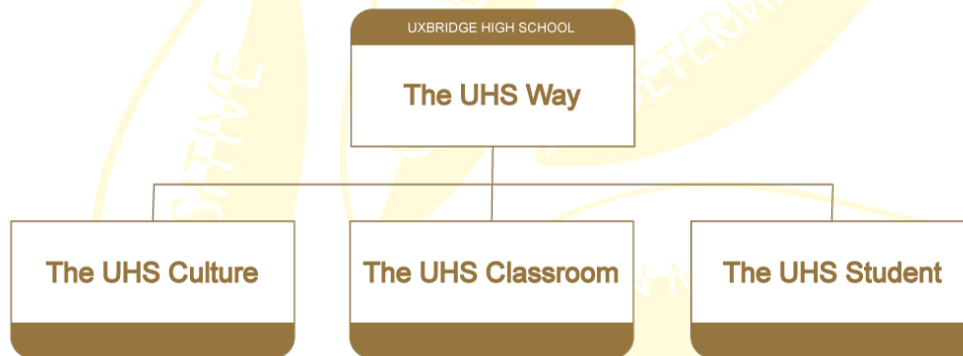
Uxbridge High School is a happy and ambitious school which enriches individuals academically, socially and emotionally.

'The UHS Way'

We develop the whole student in a safe, inclusive, and supportive environment. A school which nurtures students' ambitions ensuring all are PROUD of their success.

It is the foundation to everything we do, ensuring we:

- provide exceptional learning experiences;
- cultivate excellence in each student;
- have a safe, respectful and happy community of respect and happiness;
- prepare students for future opportunities as global citizens.



The UHS culture

The culture at UHS is built on our consistent approach. The unique selling point for our school is its diversity in every sense of the word. The value it places on every aspect of school life. What a young person learns alongside the school curriculum, in the playground, on a trip, in an assembly or a charity event. These experiences shape student development alongside the school curriculum. All adults in the school are collaborative and proactive, supporting students to reach their potential. They do this through developing the character of each young person and working towards a common framework:

- Developing the whole student;
- Cultivating excellence;
- Building strong relationships;
- Using praise to celebrate exceptional effort and achievement;
- Teaching routines to develop self-regulating students;
- Modelling calm and unshockable reactions built on consistency;
- Ensuring a learning environment which challenges students and raises aspirations;
- Preparing students for future opportunities.

The UHS classroom

- All lessons start with 'meet, greet and seat' followed by a 'do now' activity. We 'end and send';
- Adaptive teaching and intervention from the teacher meets the needs of all individuals;
- We teach communication literacy and numeracy at every opportunity;
- Questioning is used to assess knowledge and deepen thinking;
- Retrieval practice is used to recall knowledge in line with curriculum sequencing;
- Interleaving is used to make connections and enable problem solving, evaluation and analysis;



UXBRIDGE
HIGH SCHOOL

- Lessons include opportunities for both guided practice and independent practice. Guided practice includes teacher to student and student to student activities;
- Timely assessment and feedback methods are used to motivate and encourage progress;
- Assessment data and software is used to accurately track progress and forecast grades;
- We explicitly teach skills for future learning and employment.

The UHS student

Our students are the strength and lifeblood of the school and consequently their needs are at the centre of all that we do. Our school is multicultural and diverse in every sense of the word. When you visit the school you will be instantly immersed in our vibrant community. Our students' support for each other and our community is one of the excellent features of the school. The heart of our culture.

Uxbridge High School students are:

Positive to learn new knowledge and thrive on developing their skills.

Respectful and kind to all members of our school community and its environment.

Open minded and happy about all new opportunities.

Unique in their demonstration of skills and talents.

Determined to achieve their best in all areas of the curriculum

Proud to make success happen.

Our team

We have energetic and dedicated teachers, middle leaders, and senior leaders at Uxbridge High School. The governing body is well established and is resolved to drive and support our future development.

We value the dedication of our staff and are mindful to create a work environment that ensures well-being and supports productivity in the classroom. Uxbridge High School was one of the first schools to fully partner with Teach First. We continue to support new recruits into the profession and value the energy that they bring. We are innovative, creative and flexible in our recruitment and development of all staff.

Our facilities

We are fortunate to have an open campus with extensive playing fields. Our original school building, dating from the early 1900s, is still in use and is complemented by a range of more modern buildings. You will work in an exceptionally well-maintained school with high-spec specialist classrooms, laboratories and facilities.

Our most prestigious accommodation includes an excellent £6m sixth form centre, a state-of-the-art full size indoor sports facility and a new £2.1m art, drama and music centre.

Our partnerships

To ensure the best opportunities for our students we have strong relationships with several local universities and partner schools in Hillingdon, nationally and internationally. We also work closely with organisations such as Teaching Leaders, Teach First, Be Her Lead and the Royal Shakespeare Company.

Our website and social media

You can find out more about our work by looking at our public profile. Our website [uhs.org.uk](https://www.uhs.org.uk) and a selection of our social media accounts, linked below, give a fantastic insight into the extensive opportunities that form such a valuable part of our curriculum and are used widely by parents and other stakeholders:

- twitter.com/uxbridgehighsch

- twitter.com/UHSPrincipal
- twitter.com/uhs_VAPA
- twitter.com/UHSPE
- instagram.com/uxbridgehigh

We also have a LinkedIn page, giving updates and current vacancies:
linkedin.com/company/uxbridgehighschool/

Our location

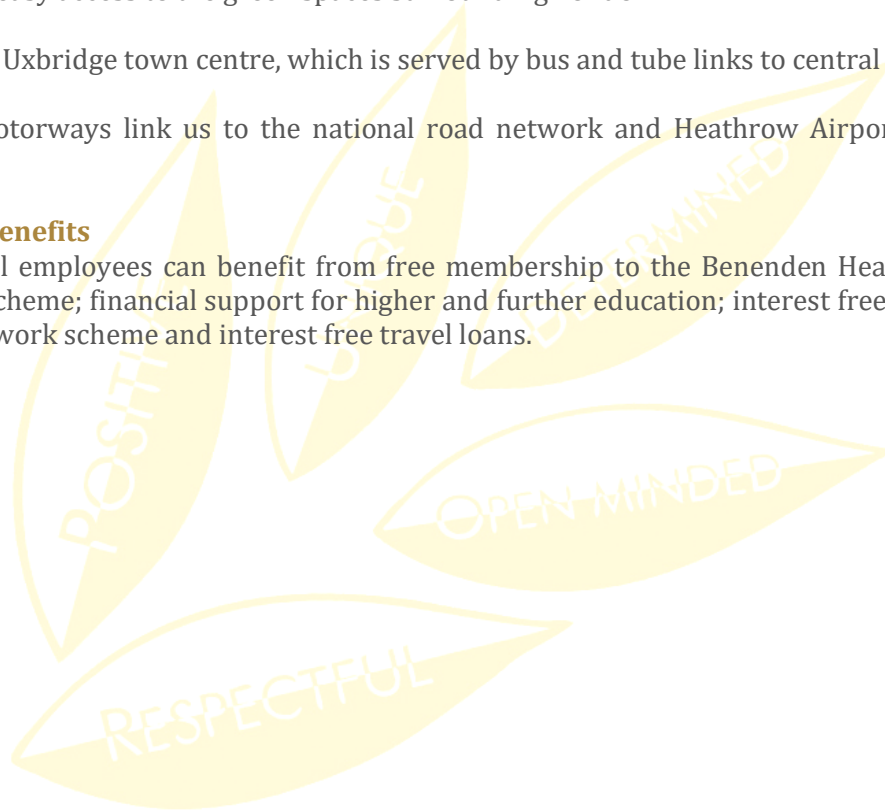
Uxbridge is in the borough of Hillingdon in West London. We are in an urban area with a rapidly expanding population, but have easy access to the green spaces surrounding London.

The school is close to Uxbridge town centre, which is served by bus and tube links to central London.

The M4 and M25 motorways link us to the national road network and Heathrow Airport provides global connections.

Further employee benefits

Uxbridge High School employees can benefit from free membership to the Benenden Healthcare Scheme; a favourable pension scheme; financial support for higher and further education; interest free loan for ECTs (up to £1500); a cycle to work scheme and interest free travel loans.



PROFESSIONAL DEVELOPMENT AT UHS

Uxbridge High School proudly offers an all-encompassing professional development programme for all staff employed by the school. We deliver this through our bespoke UHS CPD curriculum which supports colleagues with their individual needs facilitating success for all.

As teachers we map learning for our students, and as professionals as we seek to improve. Culturally we are all learners looking to improve, not because we are not good enough, but because we want to get better. We offer a CPD curriculum which, if you join us, you will find rewarding and professionally challenging.

Our programme is delivered through designated training days, workshops, teacher review sessions, observations, learning walks/drop ins, focus groups, ASPIRE sessions, regular curriculum development, and twilight sessions. The lead practitioner team (LPT) support staff through partnerships in which colleagues receive feedback on lesson observations, learning walks and training sessions.

September Training Days

Annually we have 2 training days in September which provide an extended opportunity to introduce the CPD curriculum for the year. We identify aspects of 'The UHS Way' to focus on and involve our own school leaders in delivering training.

The CPD curriculum

The training days are the catalyst for our ongoing curriculum. They will provide you with the 'why'. The information below details the 'what' and the 'how' for the delivery over this academic year.

Teacher review programme

The school is a centre for excellence in teaching and learning. This is because every teacher takes pride in developing their practice. The improvement is incremental and continuous through our teacher review programme. The culture is based on improving not proving.

All teaching staff set an annual teaching target. To support continued improvement, they are assigned a teacher reviewer. The teaching review process provides instructional coaching to ensure every teacher values improving their practice and are proud to be successful practitioners. This also enables all teachers to personalise their CPD curriculum and have choice in the aspects of the curriculum they wish to focus on.

The process will include a review of current practice, your personalised teaching target, and a plan for the implementation of this target. There are four designated review meetings. However, we encourage regular informal conversations as often the best CPD can take place via a simple conversation following a learning drop in. As a leader at the school, you would be part of this process as both a reviewer and reviewee.

Lesson visits and learning walks/drop ins

The UHS curriculum encourages all staff to be open to their lessons being visited. This happens regularly and informally. There could be a specific focus: personal coaching; curriculum and work review; student pursuits; open classrooms and monitoring of 'The UHS Way' across the school. Equally teachers regularly visit lessons to support colleagues or gain ideas for themselves.

ASPIRE sessions

Our ASPIRE programme is the part of the CPD curriculum which allows colleagues to personalise their professional development route. As a valued member of staff you will have autonomy to select your route. The courses on offer currently are:

1. The UHS culture: How we embed our culture to develop the UHS student;
2. Adaptive teaching;
3. Retrieval and interleaving;
4. Assessment and feedback;
5. Leadership in education.

All courses will encourage you to research, work with colleagues in your group and learn. Teachers at the school are genuinely interested in these aspects of our curriculum and take ownership of their learning and development within their chosen field.

Teaching and learning groups (TLGs)

These groups are formulated via the ASPIRE selection and are designed to encourage staff to work within smaller sub groups to share practice and ideas and drop into lessons to provide low stakes and informal feedback.

Curriculum development, and twilight sessions

The CPD curriculum includes regular opportunities for whole school and departmental curriculum review. These sessions are calendared throughout the year and take place on Thursdays. CLs, ACLs and LPT regularly plan and deliver these sessions.

The UHS learning community

This is an online space created by the LPT. It provides current resources and practice, to support teacher development aligned with this curriculum: <https://uhsorguk.sharepoint.com/sites/learningcommunity>

We understand that there is an increasing desire for accredited qualifications including master's qualifications and we are proud to confirm that we support colleagues in their pursuit of further qualifications.

Our commitment to outstanding leadership is illustrated in our short, medium and long term training courses for leaders at all levels. We host the Teaching Leaders course for middle leaders as part of our package and work closely with a number of local schools to enrich our offer.

Furthermore, we support colleagues as appropriate in attending external CPD. Staff are encouraged to be proactive in seeking their own individualised professional development opportunities in liaison with their mentor or line manager. For example, many attend exam board feedback or subject specific external courses to support their development and development of the curriculum.

Support for colleagues joining Uxbridge High School

Starting a new school presents great opportunities for all staff regardless of their position. At Uxbridge High School we go that extra mile to ensure all staff experience a comprehensive induction and are intensively supported during their first term.

We provide all staff with a full induction covering key policies and procedures. All teaching staff experience an

additional session focused on teaching and learning pedagogy and securing at least good progress for all students. We refer to this as our 'flying start' programme. We have received 100% positive feedback on the outcomes. We aim that colleagues joining our existing strong team will flourish.

"Teachers collaborate well to share good practice and ideas. New initiatives, such as teacher triads, when three teachers of varying levels of experience work together to help them develop their teaching further, are well received. The regular open classrooms week is a worthwhile investment in time and hard work, enabling many teachers to visit each other's lessons and gather new ideas for their classes." - Ofsted 2018

Initial Teacher Training and Early Career Teachers

Uxbridge High School has developed an extensive and comprehensive programme of Initial Teacher Training and we have a very successful history of working with PGCE students, Teach First participants and ECTs. The induction support programme is an individualised programme of support, monitoring and guidance, which aims to develop participants into outstanding practitioners. We work hard to ensure that the statutory requirements are not only met, but exceeded, to ensure a positive and rewarding experience for all involved. This is built upon effective CPD, experienced subject and professional mentors and a drive to ensure that we make success happen.

"Newly qualified teachers feel well supported to be successful in their new teaching careers, commenting on the ever-open door to ask colleagues for advice. The large majority of staff who responded to the survey for this inspection agree that they are proud to be a member of staff at the school. They agree that leaders' use of professional development helps to improve teaching." - Ofsted 2018

Initial Teacher Training (ITT)

Uxbridge High School supports a number of student teachers studying for their Post Graduate Certificate in Education through their school experience. Currently we have partnerships with Brunel University, The Institute of Education, Queen Marys and Kingston University taking students in a variety of subjects. Many of these institutions have recently been graded as outstanding by Ofsted and therefore we can be sure that we are working with the very best training providers. Student teachers are provided with a full support network to develop their professional practice. They take part in weekly CPD sessions which are specific to their training needs, have regular meetings with both a subject and professional mentor and regular developmental observation.

Teach First

Teach First is an organisation which aims to address educational inequality for children from low socio-economic backgrounds by narrowing attainment gaps. Uxbridge High has a strong history of involvement in the Teach First programme, being one of the original start up schools. Our Teach First participants receive a full support programme which is based on our strong partnership. As well as developing as teachers, the participants complete academic studies which support their professional development. Each teacher gets a full programme of weekly CPD sessions, a number of mentors who they meet with regularly and frequent observations with developmental feedback.

Early Career Teachers (ECTs)

Uxbridge High School is proud to partner with Teach First in support of the Early Career Framework (ECF). The Early Career Framework provides a two-year package of high-quality professional training for Early Career Teachers and their mentors. Any early career teacher joining the Uxbridge High School team will benefit from:

- Two years of expert support, training and resources delivered by Teach First;
- A blended, flexible package of both online and face-to-face training;
- Access to high-quality resources developed by education experts;
- Careers coaching;
- A dedicated mentor trained by Teach First with excellent subject knowledge;
- Free membership to the Chartered College of Teaching (CCT);
- A menu of school-specific trainings sessions to opt into;
- ASPIRE CPD courses available in a range of topics;
- Termly progress review meetings to discuss strengths and training opportunities;
- 1:1 careers meetings with members of the senior leadership team to discuss career pathways, interests and next steps;
- Open classrooms fortnight: a termly event celebrating best practice across all subject areas;
- Pedagogical support from our team of leading practitioners;
- Uxbridge High School prides itself on providing a strong support system for all members of our profession, in particular our early career teachers. We are a happy and ambitious school which seeks to provide high quality training and expert support at every level.





LOCATION

Uxbridge High School, The Greenway, Uxbridge, Middlesex, UB8 2PR.



Uxbridge is in the Borough of Hillingdon in West London. We are in an urban area with a rapidly expanding population, but have easy access to the green spaces surrounding London. The school is close to Uxbridge town centre, which is served by bus and tube links to central London. The M4 and M25 motorways link us to the national road network and Heathrow Airport provides global connections.



UXBRIDGE HIGH SCHOOL JOB DESCRIPTION: GUIDANCE LEADER

| | |
|------------------------|--|
| Responsible to: | Leadership Line Manager, Principal |
| Grade: | UHS Associate Pay Range 18 - 30, Salary £31,008 - £38,455 pa |
| Hours: | 36 hours per week, 42 weeks pa (term time plus five inset days, plus fifteen additional days to be worked which will include some evening and holiday work by mutual agreement with the Leadership Line Manager) |

Overview of role expectations

In this role you will work with the leadership team to co-ordinate the best possible educational experience for particular cohorts of students, namely a house (including students from Year 7 to Year 11) and oversight of a year group. To aim for conditions in which teachers can operate at their optimum effectiveness so that all students achieve their full potential.

Responsibilities and Tasks.

To be responsible to the Principal and leadership line manager (house leader) in carrying out the following roles:

1. **Student support**
 - To monitor student progress through interim reports, intervening to support and to raise achievement.
 - To support students with personal development and organisation.
 - To liaise closely with the SENCO/ FLC team and Student Services to monitor students receiving additional support and make appropriate referrals.
 - To devise, develop, monitor and review Individualised Specialist Intervention Plans for students who display challenging behaviour and/or students who are experiencing significant mental health difficulties.
 - To ensure that form tutors encourage every student to feel that the school is doing everything possible to foster their academic and social capabilities to the full.
 - To ensure that high standards of work, behaviour and uniform are maintained.
 - To support house/year tutors' e.g. messages, uniform, house briefings, visiting a tutor room.
 - To support tutors and teachers to promote a purposeful, disciplined and thriving learning environment which aims to raise student expectations and self-esteem.
 - To support with all issues of student attendance, working with the dedicated attendance team.
 - To implement and support staff with the school behaviour management systems.
 - To manage and support students who are on report, in seclusion and/or excluded.
 - To know all students in the house group as well as possible and become a person who students feel they can consult.
 - To co-ordinate all information received from staff, parents and external agencies regarding individual students and ensure this information is distributed appropriately.
 - To liaise closely with relevant outside agencies eg education welfare, social services, etc., attending professionals' meetings where appropriate.
 - To take steps to prevent bullying and support victims of bullying.
 - To be responsible for the compliance with the school's health and safety policy in tutor rooms, house base, offices and corridors and in any activity with students on or off site.
 - To undertake regular safeguarding training appropriate to the role.
 - To contribute to the whole school safeguarding review group and to represent students and staff on safeguarding matters with external agencies and the whole school safeguarding review group.

| | |
|---|---|
| | <ul style="list-style-type: none"> • To manage and monitor the application of the school discipline policy. • To contribute, where required, to the completion of reports to support exclusions and to attend governors' discipline panels. • To offer support in specialism areas on a rotational basis with other members of House Guidance Team |
| 2. | <p>Other Management Roles</p> <ul style="list-style-type: none"> • To consult with the Leadership Leader/house/year leader on matters concerning their house/year group. • To represent the Leadership Team/ house/year group as necessary within the school and at meetings with governors, parents, inspectors, feeder schools, other secondary schools, etc. • To lead (with the house/year leader) regular weekly house briefings and meetings, setting appropriate agendas and arranging publication of brief minutes. • To arrange and attend all parents' evenings. • To regularly meet and liaise with parents of students. • To arrange meetings with parents to explain general issues relevant to the group and to discuss the progress of individual students eg options evenings. • To promote a positive identity within the group through the organisation of assemblies, extra-curricular activities and year/house group events. • To organise and conduct admissions interviews for new entrants, liaising closely with relevant staff. • To oversee production of reports and references for house students including confidential court, social service and medical reports. • To ensure that individual student records are maintained. |
| <p>In addition the role includes adherence to all safeguarding and other policies and procedures in place at Uxbridge High School and regular contact with other staff employed at the school, school governors and outside bodies. You will work under the reasonable direction of the Leadership Team line manager / Principal and undertake those responsibilities and duties which may be required from time to time which are commensurate with the level of this appointment.</p> | |
| <p>Name of Post Holder: _____ Signature: _____</p> <p>Date: _____</p> | |



UXBRIDGE HIGH SCHOOL PERSON SPECIFICATION: GUIDANCE LEADER

Criteria

Qualifications / Education / Training

1. First degree or equivalent.*
2. Literacy and numeracy skills equivalent to Level 2.
3. Evidence of continuing and recent professional development.
4. Recent safeguarding training.

Experience

5. Experience of working in an educational environment.
6. Proven experience of having had responsibility for welfare and development of groups of children.

Skills, Knowledge and Abilities

7. Evidence of good organisational, interpersonal and communication skills.
8. Ability to communicate effectively verbally and in writing, including confidence in public speaking.
9. Ability to attend meetings to present ideas.
10. Ability to manage resources effectively.
11. Ability to motivate and effectively manage students in large numbers and individually.
12. Ability to communicate effectively, motivating and influencing staff, students, parents and all stakeholders. Ability to lead and manage a team of staff.
13. Knowledge of SIMS (Schools Information Management System) and able to work with a variety of software packages.*

Equal Opportunities

14. Commitment to equal opportunities and inclusion.
15. Ability to promote and support the school's Equality and Diversity Policy.

Disposition

16. Flexibility, resourcefulness and commitment to Uxbridge High School, understanding collective responsibility.
17. Ability to work hard with competing deadlines, prioritising appropriately and maintain good humour.
18. To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal.
19. To believe in the importance of teamwork and a collaborative approach, and be able to build supportive working relationships with colleagues both within and outside the school.
20. Demonstrate a diligent, "can do" attitude.
21. Energetic and enthusiastic, with a naturally positive and calm outlook.
22. A willingness to commit time to extra-curricular activities.

*desirable

ADVERT

Uxbridge High School,
The Greenway,
Uxbridge
UB8 2PR
Required for: March 2024

Guidance Leader

Hours of Work: 36 hours per week, 42 weeks pa (term time plus five training days plus additional fifteen days to be worked which will include some evening and holiday work by mutual agreement with the Leadership Line Manager.

Salary: Range UHS APR 18 - 30, actual salary £31,008 - £38,455 pa pa

Other benefits: Salary inclusive of Outer London Weighting, membership of a private healthcare scheme (Benenden).

PROUD TO MAKE SUCCESS HAPPEN

Uxbridge High School is an ambitious and dynamic converter academy with over 1,200 students aged 11 -18. We have much to celebrate at Uxbridge High School including a committed and focused staff, outstanding facilities, strong relationships with the community and school partners, supportive Governors and a thriving sixth form. We are delighted to be recognised by Alps in the top 20% of UK schools, celebrating outstanding sixth form student progress at A level. We value the successes of every child, whatever their starting point. All of this takes place within a truly comprehensive and multicultural school that reflects life in modern Britain.

Our school values have been developed by students and staff and form the basis of our ethos and culture. All members of our school community subscribe and work towards always being: Positive, Respectful, Open Minded, Unique, Determined: Proud to Make Success Happen.

THE ROLE

The school is seeking to recruit a Guidance Leader to work with the Head of Learning (Year) and leadership team to co-ordinate the best possible educational experience for particular cohorts of students, namely a House (including students from Year 7 to Year 11)/ You will support and liaise with a group of tutors; you will work closely with external bodies such as social services and the education welfare service; you will arrange and attend parents' evenings and other parental meetings; you will support in the organisation and delivery of assemblies and house group events; and will be the first point of call for all pastoral issues relating to students in your house.

You will ideally be educated to degree level, with up to date safeguarding training, and will have experience of working in an educational environment and responsibility for the welfare and development of groups of children. You will have good organisational, interpersonal and communication skills (both oral and written) and be confident in public speaking in front of large numbers of students.

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

Please take the time to view our website (www.uhs.org.uk) before making an application. This gives a fantastic insight into the life of the school.

HOW TO APPLY

Please complete the attached application form prior to the closing date. The application form includes career history and contact details and, therefore, a CV is not required. A supporting letter can be included if you wish and should be no longer than 2 pages of A4. Ensure that you detail how your experience and skills meet the Person Specification.

Closing date for applications: Monday 5th February 2024 at noon.

Interviews will be held as soon as possible thereafter.

We reserve the right to close vacancies early if we have sufficient suitable applications. Therefore we encourage interested applicants to submit an application as soon as possible.

