



CLAIRE'S COURT

Application Pack

Deputy Head of Sixth Form

Required for September 2024 or
January 2025

Our School

Our curriculum extends far beyond the basics and offers a myriad of opportunities and stimuli. The boys and girls experience an education that equips them for life in an ever-changing, fast-paced and challenging world.

At Claires Court, we aim to develop our boys and girls to succeed in life, and we achieve this by having a strong and coherent learning philosophy called the Claires Court Essentials. Our Key Values underpin these essentials, and together, they help to develop happy young people with deep feelings of self-worth and self-belief. As an all-through diamond structure school, we offer girls and boys the unique opportunity to thrive in surroundings that best suit their learning and social needs.

As educators, we ensure that we provide multiple opportunities that enable access for children, build a have-a-go mentality, and develop interests in diverse areas. Whatever a child's starting point in life, developing their internal motivations to succeed is the most effective way of ensuring they will be successful as learners and collaborative members of their society.

Nursery (co-ed 2-4+) Juniors (4-11)
Senior Boys and Girls (11 – 16), Sixth Form (co-ed 16-18)



The Role

We are seeking to appoint a caring, confident and creative Deputy Head of Sixth Form to join our Sixth Form Leadership Team in September 2024 or January 2025. The primary focus of the Deputy Head of Sixth Form role is to work in close partnership with the Head of Sixth Form to create the conditions that enable the Sixth Form team to thrive. This means working in partnership with the Sixth form team to create an atmosphere and culture that enables the Sixth Form students to achieve their full potential in preparation for life after school, at university or through alternative pathways.

The Deputy Head of Sixth Form needs to be able to collaborate well with Heads of Year, Heads of Department, form tutors, and teachers to develop and co-create the highest standards of teaching, learning, academic attainment, and pastoral care across the Sixth Form, focusing on student well-being, enrichment opportunities, involvement in sport and preparation for life after school at university or through alternative pathways.

Suitable candidates will have middle management experience (HOD, HOY or higher) and have a real passion for progressing the Sixth Form. Above all, you must want the very best for our pupils and staff and be committed to your own personal and professional learning and leadership development through ongoing practice. You recognise the importance of educating the whole child within a broad curricular and co-curricular programme, and of achieving high academic and pastoral standards.

In return, we offer a positive working environment, a growth culture, a balanced fulfilling timetable and opportunities to grow your teaching practice and leadership capacity.



Job Specification

Job title:	Deputy Head of Sixth Form
Reports to:	Head of Sixth Form
Core teams:	Sixth Form Leadership Team and Sixth Form Heads of Year, tutors, and teachers.
Key Partner:	<p>The Deputy Head of the Sixth Form and the Head of the Sixth Form are a vital partnership built on mutual respect and mutual accountability for leading the Sixth Form School.</p> <p>Partner with Pastoral and Academic leads in our Senior School.</p>
Direct Reports:	Heads of KS5 and KS4-KS5 transition coordinator, who also report to the Head of Sixth Form.
Job Purpose:	<p>In partnership with the Head of Sixth Form, ensure that Claires Court Sixth Form has a clear vision that offers excellent academic and pastoral provision, providing a unique education for the 21st century within the context of the 'whole' school's curriculum philosophy and core values.</p> <p>The primary focus of the Deputy Head of Sixth Form role is to work in close partnership with the Head of Sixth Form to create the conditions that enable the Sixth Form team to thrive. This means working in partnership with the sixth form team to create an atmosphere and culture that enables the sixth form students to achieve their full potential in preparation for life after school, at university or through alternative pathways. The Deputy Head of Sixth Form will focus on supporting the alternative pathways to university education.</p> <p>Contribute to the School's primary aim to develop students' confidence, well-being and resilience and become learners who are critical thinkers, risk-takers, reflective, communicators, problem solvers, inquirers, collaborative, creative; and of course, staff need to embody these qualities.</p> <p>The Deputy Head of Sixth Form needs to be able to collaborate well with Heads of Year, Heads of Department, form tutors, and teachers to develop and co-create the highest standards of teaching, learning, academic attainment, and pastoral care across the Sixth Form, focusing on student well-being, enrichment opportunities, involvement in sport and preparation for life after school at university or through alternative pathways. Providing excellent differentiation, personalised learning, and smooth transition from Year 11 through to Years 12 and 13.</p> <p>Work with the sixth form leadership team to increase student numbers, working closely with all stakeholders, from marketing to admissions to divisional heads and feeder schools.</p> <p>Claires Court Schools are well served by a robust corporate administration led by the Administrative Principal, Hugh Wilding, who manages aspects such as registration, HR, purchasing, marketing and fee collection. Whilst the Deputy Head of the Sixth Form must have</p>

good awareness and understanding of these areas, the Head of Sixth Form and Deputy Head of Sixth Form must focus their attention on leading and inspiring the Sixth Form community of students, parents and staff.

RESPONSIBILITIES

- Sixth form leadership team responsibilities
- Support students with moving forward in their career/learning pathways
- Enhance student attendance
- Align the sixth form community around a shared direction and high expectations
- Wellbeing, student enrichment, and pastoral care
- Build relationships and develop people
- Improve teaching and learning
- Develop collaboration to evolve desired practices
- Secure internal and external accountability
- Enhance the reputation and prospects of the School
- General staff responsibilities

Sixth form leadership team responsibilities

Practices

- Lead as a team of school leaders
- To work with the other site leadership team members to ensure we are as one in securing the school's aims, ethos, and values
- To ensure that the academic, administrative and household teams partner on day-to-day activities and development initiatives
- Be a visible, high-profile presence during the school day and at school events. The visible presence of the leadership team between the hours of 8:00 am and 6:00 pm is vitally important during weekdays when Sixth Form is in session, as well as the various evening and weekend events arising in the Sixth Form's calendars
- Review and develop an engaging vision and strategic plan for the Sixth Form
- To develop a quality framework, taking account of ISI and current best practices to ensure that the Sixth Form provision is of a consistently high standard
- Contribute to the creation of whole-school evaluation processes and the Sixth Form Development Plan
- Day-to-day management of the Sixth Form, including briefings and assemblies
- Oversee supervision of registration, break, lunchtime, and end/beginning of day duties
- The ongoing development and implementation of sixth form recording and reporting procedures
- Play an active role in school marketing activities and represent the school within the local and wider community as required
- Ensure that schemes of work and department handbooks are updated by heads of department
- Uphold and promote the values and ethos of the Sixth Form
- Proactively organise and facilitate effective and creative meetings encouraging professional dialogue around the development of key areas
- Support the implementation of whole-school policies eg inclusion, behaviour management, student voice, rewards & sanctions, health & safety
- Oversee and contribute to the writing of reports and organise parent evenings.

Focus areas

- Student learning environment, culture and behaviour in Sixth Form
- Student wearing of lanyards, attendance, and punctuality in Sixth Form
- Support an excellent process and experience for the election of heads, deputy heads and academic representatives as student leaders

- Encourage involvement in the full range of sporting opportunities
- Student voice and student leadership
- Student trips and residential visits
- University preparatory curriculum which inspires and prepares students to aim for and be successful at – top universities
- Quality consideration and support for alternative pathways to university education
- Student well-being, progress, and attainment in sixth form in collaboration with the Heads of Year
- Sustaining and making strong and productive relationships with parents and families and other external agencies
- Academic and non-academic enrichment opportunities
- Rewards and celebration of success
- Ensure the fabric of Sixth Form facilities are well maintained and relevant Health and Safety regulations are observed

Support students with moving forward in their career/learning pathways

- To support teachers and tutors in the delivery of a careers programme that seeks to make students and colleagues aware of the broader 'life skills' that enhance employability. Working to ensure plans feed into the tutorial programmes in collaboration with the Assistant Head of Careers Education.
- To help students make informed decisions at each stage of their school career (e.g. A-Level choices) through direct advice and by supporting teachers and tutors with information.
- To inform students of the value of work experience and how to acquire it through networking, websites etc.
- Lead on career pathways outside of university education. With the support of the Assistant Head of Careers Education, ensure that students and their families are well informed about a range of possible career paths. The Deputy Head of the Sixth Form is responsible for supporting alternative pathways outside of university education.
- Support Head of Sixth Form with University and Career Education. Ensure that students and their families are well informed about university choices, including encouraging them to visit multiple universities during Year 12 and Year 13.
- Ensure students are well prepared for their UCAS application with the skills and experiences to make successful applications to university and that they are on track to do so in a timely manner.

Enhance student attendance

- Create a climate where attendance is expected and students feel safe and happy to come to school.
- To work with students and their families to understand the importance of attendance and its impact on progress.

Align the Sixth Form community around a shared direction and high expectations

- Build a shared vision in partnership with the Head of Sixth Form. Establish an overall sense of purpose or vision in collaboration with staff, students, and other stakeholders.
- Encourage the development of organisational norms that support openness to change in the direction of the school's vision.
- Identifying specific, shared short-term goals. Facilitate stakeholder engagement in processes for identifying specific school goals. Build consensus among students, staff, and diverse stakeholders about the school's goals.
- Ensure the goals are clearly communicated to all stakeholders.
- Work closely with the principals, heads, finance, human resources, marketing, and other administrative functions to achieve shared short-term goals.

- Have high expectations for teachers, students, the leadership team, and oneself
- Devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school.
- Encourage staff to be innovative in helping students meet those expectations.
- Demonstrate using the school's vision and goals in day-to-day actions and decision-making to all stakeholders.

Wellbeing, student enrichment, and pastoral care

Focus on health and wellbeing.

- Put positive health and well-being at the heart of school life.
- Support the health and well-being of every staff member, individually and collectively.
- Model and champion efforts to support health and well-being (physical, emotional and mental) and effectively implement whole-school well-being approaches.
- Ensure that unnecessary work is eliminated wherever possible. Staff are given the proper support, time and resources to manage their workload effectively.
- Give regular, meaningful, and personal one-on-one staff recognition.

Well-equipped Students and enrichment opportunities

- Equip students with the life, health and wellbeing skills that make them uniquely human and able to thrive in the modern world.
- Encourage involvement in the full range of sporting opportunities
- Provide a rich environment that enables students to develop their leadership skills, learn in a variety of settings, enhance their team-building capacities and contribute positively to the broader community.
- Ensure students and their families are well-stimulated and informed about possible career paths.

Continually progress the pastoral offering

- Ensure students have access to and are given coherent and relevant pastoral support.
- Advocate for the value of pastoral care within the Sixth Form.
- Ensure the implementation of pastoral policies relevant to Key Stages 5, aligned with pastoral development in the Sixth Form.
- Ensure Tutors have the training and resources to facilitate student progress, including tracking and monitoring, interventions, rewards, and sanctions.
- Work with school nurses to provide appropriate support drawing on their specialist training.
- Provide 1:1 support for students when necessary to meet different students' pastoral and social needs.
- Actively monitor and follow up on students' personal, social and, where appropriate, academic progress, including attendance and punctuality.
- Monitor students' contribution to school life through the enrichment programme, charity initiatives and other opportunities.
- Communicate appropriately with parents, guardians, and other organisations outside school regarding their student welfare, following consultation with specific staff.
- Ensure student pastoral records are accurate and current in Schoolbase.
- Support student voice with student voice representative.

Build relationships and develop people

Provide support and demonstrate consideration for individual staff members

- Consider staff members' opinions when initiating actions that affect their work.
- Build upon and respond to individual staff members' unique needs and expertise.

Stimulating growth in the professional capacities of staff

- Encourage staff to reflect on what they are trying to achieve with students and how they are doing it.
- Lead discussions about the relative merits of current and alternative practices.
- Challenge staff to continually re-examine the extent to which their practices support the learning of all their students.
- Facilitate opportunities for staff to learn from each other.
- Suggest new ideas for staff learning.
- Encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities.
- Encourage staff to try new practices consistent with their interests and school goals.
- Encourage and implement the Collaborative Progress Meeting (CPM) approach to build trust, develop coachability and facilitate personal and collective progress and development.
- Take full responsibility for your personal and professional development with coaching support from colleagues and those with managerial responsibility.

Modelling the school's values and practices

- Are easily accessible to staff, parents and students.
- Have frequent, meaningful interactions with teachers, students and parents to further the school's goals.
- Demonstrate the importance of continuous learning through visible engagement in their own professional learning.
- Exemplify, through their actions, the school's core values and its desired practices.

Building trusting relationships with and among staff, students and parents

- Demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value.
- Encourage staff, students and parents to listen to one another's ideas and genuinely consider their value.
- Establish norms in the school that demonstrate appreciation for constructive dialogue about good practices.

Improve teaching and learning

Enrich the curriculum

- To work with the academic principal, head of Sixth Form, and other academic leads across the school to keep abreast of curriculum, academic developments, and other national agendas and continually review the Sixth Form curriculum and enrichment provision.
- To liaise with academic departments regarding developing and maintaining enriching societies and activities and encourage student participation in external academic competitions where appropriate.
- To support the Head of Sixth Form with updating schemes of work and department handbooks.
- Encourage, develop and monitor cross-curricular initiatives, including the development and coordination of the study skills programmes run on our behalf by internal or external study specialists,

- Convene, chair, and minute Heads of Department/Subject lead meetings for curriculum discussion and development.

Recruiting staff

- Work with Human Resources and senior colleagues to recruit and retain staff of the highest quality and character with the interest and capacity to further the school's vision and goals. Ensure appropriate stakeholders are involved in the interview process.

Providing teaching and learning support

- Actively oversee the teaching and learning program.
- Observe classroom teaching and provide constructive feedback to teachers, ideally, peer-to-peer with some school leader observation.
- Provide adequate preparation time for teachers.
- Provide coaching and mentoring for teachers about how to solve classroom problems.
- Provide teachers with the opportunity to observe effective teaching and learning practices among colleagues in their own school as well as in other schools.
- Participate with staff in their teaching and learning improvement work.

Monitoring progress in student learning and school improvement

- Assist staff in understanding the importance of student assessment for learning.
- Collaborate with staff during the process of data interpretation.
- Use multiple sources of evidence when analysing student progress.
- Give priority to identifying those students most in need of additional support.
- Incorporate the explicit use of data when making decisions that relate to student learning and school improvement.
- Examine student achievement trends over time (one or more years), rather than just at one point in time, when analysing students learning.
- Collect and use data about the status of those classrooms and school conditions that are the focus of the school improvement efforts.
- Lead and engage school teams in gathering and analysing national, local authority, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on learning and teaching.

Relations with parents

- Create and maintain an effective partnership with parents to support and improve students' achievement and personal development.
- Ensure that parents are well informed about each student's attitude to learning and progress and about the contribution that they can make to their attainment and progress.
- Oversee and contribute to the writing of reports and parent evening arrangements.
- Write timely reports, profiles, and references for students as required.

Develop collaboration to evolve desired practices

Enhance collaboration and informal leadership responsibilities

- Encourage the collaborative development of group processes and outcomes.
- Challenge current practices and foster innovation through conversation.
- Provide adequate and consistently available resources to support collaborative work.
- Involve staff in designing and implementing essential school decisions and policies.
- Provide staff with informal leadership opportunities and support them as they take on these opportunities.

- Provide regular opportunities and structures that support teachers in working together on teaching and learning improvement and establish a system for monitoring their collaborative work.
- Establish a structure of teams and groups that work together on problem-solving.
- Distribute and share leadership on selected tasks.
- Engage teachers in making decisions that affect their teaching and learning.

Building productive relationships with families and the community

- Create a school environment where parents are welcomed, respected and valued as partners in their children's learning.
- Help develop staff commitment to engaging parents in the school.
- Encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included.
- Encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved.
- Help connect families to the broader network of social services as needed.

Maintaining a safe and healthy environment

- Take measures to secure the school's physical facilities against intruders.
- Ensure the physical facility is maintained in a safe, healthy and attractive condition.
- Communicate standards for non-violent behaviour and equitably uphold those standards.
- Empower school staff to play a leadership role in promoting a positive school climate and modelling appropriate behaviour.
- Implement and monitor appropriate relational disciplinary practices in classrooms and throughout the school.
- Develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively.
- Provide opportunities for staff and students to learn about effective conflict-resolution strategies.

Secure internal and external accountability

Building staff members' sense of internal accountability

- Contribute to the creation of whole-school evaluation processes and the Sixth Form Development Plan.
- Regularly engage staff in analysing data on the learning progress of all students.
- Insist on using high-quality data (reliable, valid, collected using systematic collection processes, available in its original form, and subjected to collaborative interpretation).
- Promote collective responsibility and accountability for student achievement and well-being.
- Work with others to help ensure that mutually agreed goals are strategic, specific, measurable, attainable, results-oriented, and time-bound, leading to improved teaching and learning.
- Fully utilise the coaching stance and collaborative progress meeting practices (CPM) to empower staff and develop internal accountability and sustainable intrinsic motivation.
- Ensure school leaders receive regular coaching as they transition into roles with increasing responsibility.

Meeting the demands for external accountability

- Provide an accurate and transparent account of the school's performance to all school stakeholders.

- Develop a quality framework, taking account of ISI and current best practices to ensure that the Sixth Form provision is of a consistently high standard.

Enhance the reputation and prospects of the School

- Develop and enhance the School's prospects and reputation.
- Increasing student numbers with the Sixth Form Senior leadership team, working closely with all stakeholders: marketing, admissions, divisional heads and feeder schools.
- Work closely with admissions and the marketing team to represent the school in the best possible light through your personal and team's online and in-person presence at marketing events and at each parent or community interaction.
- Promote the Sixth Form School internally and externally by producing the Sixth Form School prospectus and curriculum statements for parent and student visits
- Maintain liaisons with other schools (feeder schools) and educational establishments with which the school has a relationship.

General staff responsibilities

- Work safely for your own protection and the protection of others (see also Health and Safety policy).
- Be responsible for safeguarding and promoting children's and young people's welfare and create and maintain a safe environment where students feel respected and supported. We expect all staff to share this commitment and to become familiar with our policies and procedures for child protection and security.
- Complete and attend all safeguarding and child protection training as required by the school.
- Ensure compliance with the General Data Protection Regulation (GDPR) requirements and the School's Privacy Notice for Staff.
- Understand and model the importance of inclusion, equality & diversity, and protected characteristics when working with students and colleagues, promoting equal opportunities.

Due to the nature of the work the post holder will be engaging in regulated activity with children.

All responsibilities outlined in this job specification are subject to review and change from time to time.



RESPONSIBILITY • RESPECT • LOYALTY • INTEGRITY

Person Specification

The School will seek evidence of the following criteria from:-

- Application form
- Letter of application
- References
- Interview
- Qualification certificates

Experience

- Have taught in a sixth-form environment.
- Experience in either pastoral or academic leadership roles (HoY, HoD, Assistant Head, Deputy Head).
- Stimulating growth in staff's personal and professional capacities through team development, coaching or mentoring.
- Enhancing the reputation and prospects of the school.

Skills

- Use data to identify trends, strengths, and weaknesses that will inform specific actions for improvement focused on learning and teaching.
- Building authentic relationships and facilitating collaboration across the School.
- Effectively coaching staff to build internal accountability and intrinsic motivation.

Knowledge

- Supporting students with university applications and alternative career/learning pathways.
- Established habits and practices for keeping up to date with the evolution of good practice in teaching and learning.
- Supporting health and wellbeing, student enrichment, and pastoral care.
- Knowledge of external accountability and familiarity with the inspection framework.

Personal Competencies

- **Showing resilience** - displays self-confidence; copes effectively with pressure and stress; remains composed under pressure; recovers quickly from setbacks and criticism.
- **Acting with initiative** - proactively seeks out opportunities; seizes opportunities; makes things happen; takes calculated risks.
- **Driving for success** - sets stretching goals; focuses on the end goal; shows persistence and tenacity to exceed goals; works enthusiastically and committedly.
- **Responding to change** - embraces variety at work; copes with ambiguity; responds positively to the changing environment; promotes change to others.
- **Growth focus** - shows learning agility; displays motivation in acquiring new skills and knowledge; shows openness to feedback and self-development.

Interpersonal Competencies

- **Valuing people** - values the strengths and individual differences of others; listens and pays attention to others on a personal level; shows appreciation; displays trust towards others.
- **Connecting with people** - relates well to people at all levels; uses diplomacy and tact appropriately; builds constructive and effective relationships with people; shows warmth and enthusiasm when interacting with others.

- **Influencing people** - persuades others and gains agreement; negotiates with others to ensure a 'win-win' situation; properly challenges other people's ideas; promotes ideas effectively by appealing to emotions.
- **Inspiring others** - creates a clear and compelling vision of the future; provides an optimistic and positive view of the future; provides a sense of meaning and purpose to work; inspires others to strive for their best performance.
- **Coaching and developing others** - provides coaching support to others; provides useful ongoing formal and informal feedback; invests time and resources in developing others; builds the confidence of others.



Further Information

EQUAL OPPORTUNITIES

It is the policy of Claires Court Schools to ensure equality of opportunity for all members of staff, both teaching and non-teaching.

SAFEGUARDING STATEMENT

We are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo Child Protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

In addition to an assessment of their ability to perform the duties of the post applied for, candidates invited to attend for interview should expect further discussion relating to safeguarding and promoting the welfare of children.

PRE-EMPLOYMENT CHECKS

In accordance with our Recruitment of Ex-offenders Policy, you are advised that all posts within the School will have the opportunity for unsupervised contact with children and therefore all shortlisted candidates will be required to complete a self-declaration form to declare any convictions, cautions, reprimands or final warnings that are **not "protected"** as defined by the [Rehabilitation of Offenders Act 1974 \(Exceptions\) Order 1975 \(as amended in 2013\)](#). This is regardless of whether any such convictions, caution, reprimand or final warning is considered 'spent' or 'unspent'.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are "protected" and not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the [Disclosure and Barring Service website](#).

Having a criminal record will not necessarily bar you from working with us: this will depend on the nature of the position and the circumstances and background of your offence(s).

APPLICATIONS

To apply, please download an application form from our website. Completed application forms may be emailed to recruitment@clairescourt.com (no agencies, please). Alternatively please post completed forms to the following address:-

HR Department
Claires Court Schools Ltd
1 College Avenue
MAIDENHEAD
SL6 6AW

Applications must be received by 8am on 22 April 2024. Please apply early as applications will be considered upon receipt; we reserve the right to interview/appoint prior to the closing date.

NB: CVs will not be accepted in place of an application form, but may be submitted as additional supporting documentation.





CLAIRES COURT HR

1 College Avenue
Maidenhead
SL6 6AW

www.clairescourt.com

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