

Assistant Head from September 2021

Thank you for your enquiry for details for the post of Assistant Head (Pastoral) from September 2021. The post holder will be part of a strong and mutually supportive Senior Team. There are two key posts available:

- Head of Upper School (KS4)
- Head of Lower School (KS3)

These are important posts, and we wish to appoint two candidates of the highest calibre who will be able to make a significant contribution to the school as a whole.

Visit our website (www.ashcombe.surrey.sch.uk) for a wealth of information about the school, including:

- press releases for A-Level and GCSE results
- application form

Application process

Advertisement: Friday 26th February 2021

Closing date: **Wednesday 10th March 2021 (23:59)**

Shortlisting: Thursday 11th March 2021 (successful candidates will be informed by telephone, followed by a letter of confirmation and further information regarding the interview process). Applicants are asked to ensure that their referees will be able to send a reference at relatively short notice.

Interview dates: 15th, 16th & 17th March 2021

Applicants should submit the application form and a letter of application. The letter of application should refer to the information in the following pages and should state why you believe that you are suitable for a post here, giving examples.

The application form should be returned to applications@ashcombe.surrey.sch.uk

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS).

The Senior Team

Headteacher	Chris Panting
Senior Deputy Head and Deputy Head (Pastoral)	Alison Reed
Deputy Head (Finance & Timetable)	Jez Carter
Deputy Head (Teaching and Learning, Curriculum)	Jay Simmonds
Assistant Head (Curriculum)	James Robinson
Senior Pastoral Manager	Stuart Ketley
Acting Assistant Head (Curriculum)	Harriet Sampson
Assistant Head (Curriculum)	Yasmin Sheikh
Assistant Head (Pastoral), Head of 6 th Form	Ben Blackband
Acting Assistant Head (Pastoral), Head of Lower School	Ben Ravenhill
Assistant Head (SEN and Inclusion)	Jo Parish
Acting Assistant Head (Pastoral), Head of Upper School	Pam Gray
Business Manager	Paula Stace

In addition to specific responsibilities, each member of the team also undertakes specified tasks from an overall list. The allocation for each member of Senior Leadership Team will be negotiated and adjusted once these appointments have been made. There is a strong team of support staff to assist in the delivery of these accountabilities within the educational parameters set by the accountable member of Senior Leadership Team.

Salaries and teaching load

The posts of Assistant Head will be paid on the Leadership Spine (L11 -15) plus London Fringe. The basic teaching load will be 18 periods per week out of 40 (a standard teacher teaches 34/35 periods per week).

Head of Upper School (KS4) / Head of Lower School (KS3)

Job Title: Head of Upper/Lower School

Job Purpose:

- To support the Deputy Head, Senior Pastoral Manager & Heads of Year by taking a high-profile role in leading & managing the year teams.
- To maintain high standards of care, welfare and guidance of students within each year group.
- To ensure safeguards and support are in place for vulnerable students.
- To champion and support all students in their academic and social development. This includes those students classified as ‘disadvantaged’ and those who are classed as ‘vulnerable’.
- To systematically track achievement and progress of all students.
- To rigorously and consistently follow up any issues or concerns relating to the year groups.
- To ensure there is full and thorough communication regarding students, parents, staff and other professionals.
- To liaise closely with staff and parents.
- To liaise with Deputy Head, Senior Pastoral Manager, SENCO, Alternative Learning Provider Co-ordinator and other external professionals to ensure individual needs of identified students are being met and appropriate arrangements made.
- To support Senior Leadership Team in maintaining a purposeful atmosphere in the school.
- To develop and implement initiatives from the Pastoral Development Plan and support those within the School Priorities.

Accountable to: Senior Deputy Head

Key Accountabilities	Key Tasks
<p>Accountable for:</p> <p>Maintaining attendance and good punctuality monitoring and intervention</p>	<ul style="list-style-type: none"> • Monitoring and managing attendance within the year group. This would include maintenance of tracking sheets, monitoring intervention and meeting Inclusion Officer (formerly educational welfare). • The management of communication with parents is particularly important, with systematic follow up to key triggers. • A desire to continually improve support for high attendance by drawing on the best national and international examples of promoting high attendance rates.
<p>Accountable for:</p> <p>Supporting the management of behaviour within the school</p> <p>Promoting a positive ethos</p>	<ul style="list-style-type: none"> • Adhering to the behavioural policy and in particular playing a vital role in the management of ClassCharts. • Advise Senior Pastoral Manager/Deputy Head/Head when exclusions and internal exclusions are required. • Meeting and/or phone calls with parents where appropriate. Log details and circulate as applicable. • Monitoring sanctions and rewards and following up as required and provide regular reports on progress and issues. • Supporting role with Senior Leadership Team detentions. • Promoting positive behaviour by modelling the desired approach to school.

<p>Accountable for: Managing and supporting the intervention that tackles underachievement</p>	<ul style="list-style-type: none"> • Analyse report data and use this to shape an appropriate and effective approach. • Coordinate tutor interviews/mentoring. • Manage pastoral intervention with the parental interview process. • Develop new methods that support effective revision, organisation and learning. • Provide regular reports with evidence to support above. • To make effective use of ClassCharts data to ensure behaviours are tackle at an early stage.
<p>Accountable for: Supporting the Headteacher on day-to-day issues</p>	<ul style="list-style-type: none"> • Be available for range of 'crisis management' tasks mainly relating to behavioural management issues. • Host main school and year assemblies. • Promote high standards and ensure issues – i.e. poor punctuality, poor class behaviour, out of class, poor uniform or behaviour are dealt with. • Identify, with supporting evidence, students in need of additional support and make recommendations to Senior Pastoral Group, SENCo or Alternative Learning Provider Co-ordinator as applicable. • As a Deputy Designated Safeguarding Lead, support students by ensuring safeguarding procedures are followed. • Develop positive relationships with all but especially staff, students, parents and those who are associated with the school.

PERSON SPECIFICATION

The successful candidates will be those who share the essential values and vision of the school (a commitment to the comprehensive ideal and to the principles and practice of equal opportunities), and whose personal qualities and management style complement those of the existing, successful management team.

EDUCATION / QUALIFICATIONS

- Qualified teacher status.
- First degree or equivalent. Able to teach own subject to students of all ages and abilities.
- Evidence of continuing professional development, e.g. MA / undertaking an NCSL programme.

EXPERIENCE in teaching and management (the following are desirable but not essential)

- Successful teaching in more than one school including teaching in a genuine comprehensive school.
- Successful pastoral management (e.g. Head of Year, Head of House).
- Recent experience of involvement in pastoral innovation and development.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- The requirements of the National Curriculum.
- The OFSTED framework.
- What constitutes quality in educational provision, the characteristics of effective schools.
- Strategies for raising students' achievement and for promoting students' spiritual, moral, social and cultural development, and good behaviour.
- Theories and practices of learning; how to promote collaborative approaches to learning.
- Effective teaching and assessment methods.
- How to use comparative data.
- Leadership styles and practices and their effect in different contexts in the school.
- Strategies for promoting the concept of tutor as learning manager.
- An understanding of the implications of promoting an educationally inclusive approach.

SKILLS AND ATTRIBUTES

- IT skills needed for accessing and managing data whether numerical or text, and an understanding of the issues for School Management and Information Systems (MIS).
- Interpersonal skills for liaising with a wide range of outside agencies and to inspire confidence in others associated with the school such as parents.
- The ability to be self-critical, to reflect, to seek advice and to use questioning as a technique for gaining understanding.
- An ability to empathise with others.
- Flexibility and adaptability.
- A sense of humour.
- A sense of perspective.
- A willingness and enthusiasm to learn and to be reflective.
- An ability to use questioning as a process to move towards a quality, thoughtful solution.
- A capacity for hard work and the ability to manage its pressures.
- An excellent record of health, attendance and punctuality.