The Joseph Rowntree School

the right school to grow in

ASSISTANT HEADTEACHER: DIRECTOR OF SIXTH FORM

PERMANENT – FROM JANUARY 2018
Full-time

Leadership Scale L10—L14

Applications to be received by 12 midnight,
Sunday 8th October 2017

'Working together to achieve success'

www.josephrowntreeschool.co.uk
joseph.rowntree@york.gov.uk

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Healthy School

ARTS COUNCIL ENGLAND ARTSMARK GOLD

Dear Prospective Applicant

Welcome to The Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

GENERAL INFORMATION

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,268 students including 179 in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull.

In 2017 we achieved the best ever set of GCSE results in terms of progress measures for our students. Students achieved very highly in the new more rigorous English and Maths GCSEs and it is worth noting that one student achieved 3 Grade 9s, only one of 2,000 in the country to do so. We also achieved a positive Progress 8 score which is a real reflection of the hard work of students, staff and parents to achieve these outcomes for our learners. We were also delighted with the large number of students gaining A and A* grades, with over 20% of all grades being 8/9/A/A*. This success is also reflected in a very successful set of results at AS and A Level, where again, as well as many notable stories of individual success, our progress measures place us as a very high performing Sixth Form in the top 25% of the country. We are delighted with this well-deserved success for our students, and are determined to build on this and continue to improve the learning experience for students at The Joseph Rowntree School. There are new challenges ahead; this year our current Year 11 will take the new GCSEs in a range of subjects whilst Year 10 will begin the new specification in all their subjects.

ORIGINS

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

GROUNDS AND BUILDINGS

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities, including a 3D Lecture Theatre.

THE EDUCATIONAL CONTEXT

The school is part of the City of York Council's education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

OUR STUDENTS

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 8% of students receive free school meals and there are 240 on the SEN register, 26 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hard working and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

OUR STAFF

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school. We have a Learning Team which supports colleagues in their CPD and professional development.

ORGANISATION

There is a simple academic structure based on departments. Guidance and welfare is based on a House system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working . Leaders at all levels are expected to provide leadership and support to their teams. There is a supportive Governing Body composed of a range of talented people. As Headteacher I am a great believer in openness, consultation and collaboration with colleagues. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads, two Associate Assistant Heads and a School Business Manager.

CURRICULUM

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. A strong emphasis is placed on assessment and the tracking of students against 4 Levels progress from KS2 to KS4 or ALPS targets in KS5. We currently have Gold ArtsMark status that demonstrates our commitment to providing opportunities in Art and the Performing Arts subjects. All subjects continue to be equally valued, notwithstanding the particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

IN CONCLUSION

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students' education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

APPLICATION INFORMATION

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. We can accept application forms electronically so please email your application once completed to:- **tb@josephrowntree.york.sch.uk.**

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs incurred.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

Richard Crane

Headteacher

IMPORTANT INFORMATION

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates**.

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

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Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request.

ASSISTANT HEADTEACHER: DIRECTOR OF SIXTH FORM

JOB DESCRIPTION

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Reports to: The Headteacher

Responsible for: Lead Sixth Form Tutor, Sixth Form Support and Attendance Officer and all staff members teaching within KS5

JOB PURPOSE:

To lead and manage the Sixth Form to ensure the most efficient deployment of the school's post 16 resources in order to secure high quality learning and teaching which will enable students to achieve at the highest level possible.

Core Responsibilities:

- To lead the Sixth Form so that it is a dynamic and creative centre of excellence in which each student thrives academically and socially;
- To have overall leadership and management responsibility for the students and tutors of the Sixth Form;
- To have oversight of the academic progress, behaviour, pastoral care and well-being of Sixth Form students;
- To promote independence, creativity, enterprise and social responsibility so that each student leaves the Sixth Form confident and ambitious about their future;
- To assess continually the suitability of our provision for education in the 21st century and provide the vision and drive to oversee its development;
- To have an overview of the quality of learning and teaching within the Sixth Form;
- To play a full part in the life of the school community, to support its distinctive core purpose and to encourage and ensure staff and students follow this example.

As a member of the School Leadership Team you will be able to:

- ♦ Think strategically for the future while being able to deal with immediate challenges;
- ♦ Be a positive leader, sharing with and listening to staff;
- ♦ You will be involved in the leadership and management of the school through;
- ♦ Ensuring that the Sixth Form has clear, unifying objectives;
- ♦ Providing opportunities for staff to grow and develop;
- ♦ Setting a high standard through personal example;
- ♦ Aiming for high quality in all aspects of your work.

Specific responsibilities:

Curriculum/Teaching and Learning

- To work closely with the Deputy Headteacher (Curriculum) and Subject Leaders to develop the post-16 curriculum to reflect the emerging local and national agenda for 14-19 provision;
- To represent the interests of the Sixth Form at appropriate meetings of the local post 16 partnership groups and to work with other organisations to increase the opportunities for students and raise the quality of provision within the Sixth Form;
- To ensure that all students are on appropriate courses;
- To monitor the quality of teaching and learning in all post-16 courses, through lesson observations, learning reviews etc.;
- To prepare reports as required for the Headteacher and Governors on post-16 development or initiatives.

Supporting Student Progress & Development:

- To work with Lead Sixth Form Tutors and teaching staff to monitor progress, behaviour and achievement of Sixth Form students and implement intervention and raising achievement strategies to promote high levels of achievement generally;
- To ensure the welfare of all learners in the Sixth Form through working with all relevant agencies, inside and outside the school;
- To have overall responsibility for the UCAS system;
- To ensure that students' records are consistently and accurately kept up to date to improve knowledge of student personal development, achievement, responsibilities and conduct;
- To guide and support students at key times e.g.:
    - Induction Period;
    - Course Selection;
    - Preparation for School and public examinations;
    - UCAS;
    - Examination results days;
    - Preparation for Further Education and the world of work;
    - References for students leaving school.

- To ensure that target setting and the use of value added data steer further improvements in student achievements. Including:
    - To track the progress of students using internal and external data;
    - To produce annual student achievement and retention statistics.
- To work closely with Sixth Form Tutors in ensuring that students have:
    - A safe and secure working environment;
    - Individual support and guidance;
    - Opportunities to undertake wider responsibility within the school;
    - A clear understanding of the codes of conduct and standards required of Sixth Form students within the wider school.
- To develop and deliver a coherent tutorial programme which supports students' learning and welfare, independent learning and citizenship;
- To promote and monitor attendance and punctuality and put in place rigorous systems to follow up and improve both;
- To organise a programme of cultural, social and educational activities which aid the personal development of students;
- To ensure that all arrangements are in place for: student reports, parent consultation evenings, assemblies, collective worship, medicals and private/independent study;
- To ensure that there is clear and effective communication with parents at all times, keeping them equally well informed of successes and difficulties;
- To provide home-school contact and ensure that parents are fully informed of their child's progress at the school;
- Oversee the general appearance and tidiness of the Sixth Form areas, ensuring well maintained and attractive notice boards, wall display and the general care of the fabric, furniture and student lockers;
- To support students in the leadership of the Sixth Form Council, facilitating regular meetings and ensuring that student views are heard.

Marketing

- To put in place effective recruitment and marketing strategies e.g. Open Days, Press Releases, website etc.;
- To ensure appropriate communication/consultation with students and parents, including the school's website;
- To liaise with relevant agencies as appropriate;
- To work closely with the Deputy Headteacher (Curriculum) to manage the programme of promotion of the Sixth Form and the successful transition of students into Year 12 and into Year 13 through the recruitment processes and induction programme of new students.

Other Responsibilities

Leading school ethos and culture in respect of KS5:

- Ensure that the school's vision is clearly articulated, shared, understood and acted upon effectively by all;
- Work within the school community to translate the vision into agreed objectives and operation plans which will promote and sustain school improvement;
- Develop and promote policies and procedures that ensure the school's ethos is reflected in all learning activities;
- Promote the school's ethos and culture to the broader community to raise local expectations.

Leading teaching and learning at KS5

- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress;
- Establish creative, responsive and effective approaches to teaching and learning;
- Ensure a culture and ethos of challenge and support where all students can achieve success and be engaged in their own learning;
- Demonstrate and articulate high expectations and set stretching targets for the whole school community;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Challenge under-performance at all levels and ensure effective corrective action and follow-up.

Developing self and working with others at KS5

- Treat students, staff and parents fairly, equitably and with dignity and respect to create and maintain a positive school culture;
- Implement procedures for staff induction, professional development and performance review;
- Celebrate the achievements of individuals and teams;
- Manage own workload and that of others to allow an appropriate work/life balance;
- Regularly review own practice, set personal targets and take responsibilities for own personal development.

Managing the Sixth Form

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school;
- Implement successful Appraisal processes;
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Provide the Headteacher and IEB with any information, objective advice and support to enable it to meet its responsibilities;
- Develop and present an accurate account of the school's performance to a range of audiences.

Strengthening community:

- Ensure learning experiences for students are linked into and integrated with the wider community;
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of young people and their families;
- Create and maintain an effective partnership with parents and carers to support and improve young people's achievement and personal development.

Additional Duties:

- To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies.
- To comply with the school's Health & Safety policy and statutory requirements.
- To undertake any other duties not detailed about commensurate with the level of the post.

Leadership Specific Duties:

All teaching staff are expected to meet the relevant Professional Standards for Teachers in addition to the Job Description detailed above.

All staff on the Leadership Scale will have generic responsibilities, including active participation in the daily management of the school, e.g. maintaining a presence around the school throughout the day.

All staff on the Leadership Scale will also:

- Contribute to school self-evaluation;
- Contribute to the strategic leadership and management of the school in order to develop an ethos and culture of high expectations;
- Model the ethos and vision for the school;
- Ensure that high standards of uniform and behaviour are expected of all students, and take action where students fall below these standards;
- Line and performance manage identified staff and teams;
- Coach and develop the staff and students for which they are accountable;
- Continue personal professional development as required;
- Actively engage in the performance review process;
- Lead assemblies;
- Attend school events and represent the school at wider community events.

Many specific responsibilities will require collaborative working with other team members and middle managers, which the Assistant Headteacher will develop proactively.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description.

The post is on the Leadership Scale and therefore comes under the leadership conditions of service.

THE JOSEPH ROWNTREE SCHOOL

SCHOOL VISION AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.