



Job Application Pack

Assistant Head Teacher – Behaviour and Pastoral

Salary	L12 to L16 (£61,882 to £68,400 per annum)
Contract	Full time, permanent
Closing date	Monday 20 th May at 9am
Interview date	Thursday 23 rd May or Friday 24 th May – TBC



A message from the Head Teacher

Thank you for your interest for the role of **Assistant Head Teacher for Behaviour and Pastoral** at The Garibaldi School.

I am proud to be the Head Teacher of a school that truly cares about the students. Our philosophy, culture and ethos is clear and ensures that effective partnerships are established between staff, students, parents and the local community.

Staff development and wellbeing is also important to me. It is imperative that students succeed; however, this is also important for staff too. Staff will receive appropriate and effective professional learning opportunities to enable them to flourish. This will role model to students that we are all lifelong learners.

This, alongside effective packages of induction, mentoring, support and professional development, as well as being automatically subscribed to the Westfield Health cash back plan, demonstrates our commitment to staff wellbeing.

The Garibaldi School is judged to be good by Ofsted in all areas, with high expectations, standards and aspirations of staff and students. We are constantly reflecting and refining our practice in pursuit of outstanding. The school is well considered in the local community.

Applications for places in Year 7 are regularly over our published admission number. As a result, we have increased our PAN to 190 students per year group. There are extensive waiting lists for places at the school to become available. Our sixth form is popular and we offer a range of courses post 16 to appeal to a wide audience.

Students achieve well; In 2019, The Garibaldi School was ranked in 1st place in Mansfield and 6th overall in Nottinghamshire for its Progress 8 results which were +0.47. Progress for disadvantaged students stood at +0.16 compared to a national average of -0.45.

We regularly review our curriculum to ensure that it is fit for purpose, challenging and aspirational. Our curriculum is designed to ensure students are equipped with the knowledge, skills and characteristics to be successful in a broad range of subjects and that what they learn, can be applied throughout life, and not just used for passing exams.

Our Mission Statement states that we:

"Create a supportive and caring learning community that gives all our students the confidence and opportunity to achieve and prepare them for a successful adult life."

Over the last three years, the staff survey reports that 100% of staff say that "Garibaldi is a good place to work" and 100% say "They would recommend the school to others".

To find out why, I encourage potential applicants to visit the school and talk to our staff and students firsthand about what "Garibaldi Life" is like.

Further details about the school can be found on the website www.garibaldischool.co.uk

I look forward to receiving your application and meeting you in the future.

Yours sincerely

James Aldred
Head Teacher



Overview of the Trust

The Garibaldi School is a member of the Nova Education Trust, a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

Overview of the School

Our Ethos is based on three key words:

Pride Respect Achieve

The well-being and success of our students is at the centre of The Garibaldi School vision. The school is a safe environment where students can feel comfortable, well supported and confident.

We believe that it is our duty to develop the aspirations of our students and we encourage students to set high standards for themselves. As a result, targets are high and we expect high quality teaching and a personalised approach to learning to support our students to achieve.

Our students take pride in themselves and in being part of The Garibaldi School. We help students develop teamwork and leadership skills. Most importantly our students learn how to respect themselves and others. We are clear in a way that we expect our students to conduct themselves with all members of our community. Therefore, by the time our students leave, they have gained the skills, qualities and qualifications needed for a successful future.

Achievement

At The Garibaldi School we believe that examination success allows our students to make the very most of their lives coupled with extraordinary compassion, support and personal development.

We have developed a curriculum designed to challenge and engage students, offering them the very best preparation for examination success and the skills and confidence required to make full use of those qualifications. As well as academic qualifications, we teach students the personal skills/characteristics required in life to be successful.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and as a school we constantly strive to provide every child with the very best educational experiences.

Should a student require additional support, The Garibaldi School provides a range of support services that will ensure every student's success, whatever their individual educational needs.

In 2018/19, the school was ranked as the best school in Mansfield and 7th best school in Nottinghamshire for its Progress 8 figure of +0.47.

The school is designated as a Leading Edge school in recognition nationally for the achievement of the students and our creative approaches to education.

Students in our Sixth Form achieve higher than National Performance Indicators.



Extraordinary Compassion and Support

We pride ourselves on the quality of care, guidance and support given to individual students. All students are treated as individuals who are well supported and nurtured over their time here.

All students have a mentor and a Student Services team to support and guide the students.

This system provides students with the care they need whilst allowing them to nurture friendships and develop a strong sense of community.

Mentors play an active role in ensuring that students are happy, well supported and fully engaged in school life and serve as a first point of contact between school and home. There are regular updates of students' progress through termly reports and at Parents Evening.

Students' attainment and well-being is closely monitored, ensuring that they are recognised when they succeed but also supported when things are more challenging.

Curriculum

KS3

Year 7 and Year 8 students are taught a balanced curriculum of English, Maths, Science, Computing, Spanish, Music, Physical Education, Performing Arts, Art, Design Technology, Food Technology, Geography, History and Personal Development. Students are placed in sets for English, Maths and Science according to KS2 SATS results and this is reviewed regularly with standard assessments within core departments.

In Year 8 and 9, more subjects introduce sets based on standard assessments and prior learning from year 7.

Support for students with learning difficulties and disabilities (LDD) is provided by teaching assistants within mainstream lessons or as a targeted group based in the Student Support Department.

On some occasions, there is also a small amount of short-term withdrawal targeted towards those individual students or small groups who most need it, delivered by a teaching assistant based in Student Support.

KS4

All students receive a core provision and study GCSEs in English Language, English Literature, Maths and Trilogy Science (double award). There is a core provision of PSCHE and PE. Students then choose 4 options which begin in Year 10 to study over two years.

Staff Well-being and Welfare

Staff wellbeing and workload is highly considered. All members of staff have access to a 'Perks' package, which has been tailored to feedback from employees. Furthermore, all staff are entitled to a 'Perk' day, allowing colleagues a day off during the year outside of the usual holiday pattern.

Teaching staff are eligible to join the Teachers' Pension Scheme and support staff are eligible to join the Local Government Pension Scheme.

All teachers receive a 10% reduction in timetable for planning, preparation and assessment.

All staff undertake development and growth activities to ensure all staff develop, thrive and progress.

Safeguarding and Child Protection

The Garibaldi School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff joining Garibaldi will be subject to an enhanced DBS check.



The Garibaldi School has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with the Trust child protection policy.

Application details

Thank you for your interest in this vacancy at The Garibaldi School. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

The online application form for this role is located on the current vacancies page of the school website www.garibaldischool.co.uk. Wherever possible, please provide email addresses for your referees.

Closing Date

Please ensure your application arrives by the time and date specified on the front cover of this information pack.

If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Job Description – Assistant Head Teacher - Behaviour and Pastoral

Reports to: Head Teacher

Line manager of: TBC after appointment but this will be significant

Specific responsibilities:

The successful applicant will focus on strategically leading on Standards: Students' Behaviour and Attitudes across the school by:

- Being responsible for the development and coordination of whole school strategies to lead behaviour across the school.
- Supporting all staff in maintaining the highest standards of student behaviour.
- Developing strategies to help overcome obstacles students may experience in achieving their personal best, particularly those known to be at greatest risk of underperformance, e.g. pupil premium.
- Monitoring, evaluating and reporting on the progress in improvements in overall behaviour
- Promoting leading practice relating to the management of behaviour into the school.
- Promoting amongst students' high standards of conduct, uniform, discipline, a proper regard for authority and the encouragement of good behaviour.
- Monitor the impact of student interventions.
- Promoting and modelling good relationships with parents, which are based on partnerships, to support and improve students' achievement.
- Being responsible for the welfare of students, follow up incidents; maintain detailed records; have meetings with parents; arrange sanctions where appropriate.
- Implementing strategies to ensure school exclusion rates are below national and decline over time.
- Keeping detailed, accurate and secure written records of concerns and referrals.
- Leading and managing effective and appropriate off-site alternative provision.
- Forging effective links with the NOVA trust, trust schools and wider stakeholders to develop the students' behaviour and attitudes.
- Coaching teaching staff to develop their approaches to behaviour for learning.
- Effectively Line managing the Inclusion teams across the school.
- Manage the Fair Access Process (FAP) for the school.
- Represent the school in admission appeals meetings.
- Manage the in-year transfer process and provide school admission support.
- Liaise with external agencies to support vulnerable students and those whose first language is not English.
- To organise and lead events including Achievement Evenings and Open Evenings.
- To lead assemblies and strategically lead the annual programme of assemblies.
- To strategically lead the mentor/tutor provision in its entirety.

General Senior Leadership duties:

The duties outlined in his job description are in addition to those covered by the latest School Teachers' Pay & Conditions Document. It may be modified by the Head Teacher, with your agreement to reflect or anticipate in the job, commensurate with the salary and job title.

- To contribute to the strategic direction of the School
- To formulate the aims and objectives of the School
- Establishing the policies through which they shall be achieved
- Managing staff and resources to that end
- Monitoring progress towards their achievement
- Undertake any professional duties of the Head Teacher as reasonably delegated by the Head Teacher

- To work in collaboration with the Head Teacher, Governors, SLT and wider trust and Lead Teachers, as appropriate, to achieve best possible practice in all aspects personal development
- To support all preparations for Inspection
- To take a strategic role in School Improvement Planning
- To be an outstanding model of teaching skills, leading to the highest standards of staff confidence
- To manage the school's staff and resources, ensuring that the school budget is effectively managed
- To work as a member of the SLT, sharing in the leadership and management and smooth running of the school
- To oversee key school events
- To work with the Head Teacher on ensuring any disciplinary and capability issues are dealt with effectively, this includes being the investigating officer
- To manage the appraisal and performance related pay procedures
- To attend all Governors' Meetings
- To lead aspects of staff development and training
- To make strategic and informed decisions based on data analysis
- To lead on areas of Quality Assurance

Senior Leadership Team Responsibilities:

- To attend all SLT meetings, taking a lead on all issues relating to the specific area of responsibility delegated upon appointment
- To attend all school functions and support the Head Teacher as a public face of the school
- To be alert to problems and issues as they arise in the day to day running of the school and respond to them accordingly
- To be proactive as any problems occur
- To assist in the appointment and interviewing of new staff, reviewing job descriptions and associated processes and procedures
- Support and uphold the school's and trusts policies as well as developing new policies where required
- Support the aims, ethos and vision of the school
- Set a good example in terms of dress, punctuality and attendance
- Uphold the school's behaviour code and uniform regulations
- Develop links with all stakeholders and neighbouring schools
- To line manage teams and individuals as determined by the Head Teacher
- Take a lead in the efficient organization, management and supervision of school routines

Generic Responsibilities of a Teacher:

Ensure a high quality of teaching and learning in:

- Preparation, planning and assessment
- Implementing new ideas and initiatives
- Work as a team member to ensure a high quality of teaching and learning
- Responding to current school initiatives
- Deliver high quality, engaging lessons to students

Ensure a high quality of planning, implementation, monitoring and review in subject planning, appraisal and budgeting

- Contribute to the team planning process with reference to the School Improvement Plan
- Contribute to the self-review process with reference to the School system
- Take part in the appraisal cycle
 - Lesson observations
 - Midyear reviews
 - Completion of review statements

- Ensure lesson plans reflect the department scheme of work
- Ensure adequate and appropriate work and support is available to Teaching & Learning Supervisors in cases of absence

Ensure a high standard of student progress

- Instill high expectations across the subject at all levels
- Use data effectively to inform planning and set aspirational targets
- Aspire to add value to student progress
- Ensure lesson planning offers appropriate opportunities to meet the needs of all students
- Liaise with parents regarding student progress

Ensure a high-quality learning environment via:

- Behaviour policy
- Display
- Resources
- Classroom management
- Physical environment
- Risk assessments are carried out to comply with Health & Safety requirements

Undertake any duties commensurate with the role as reasonably requested by the Head Teacher

Responsibilities of a Mentor:

- To address any issues concerned with the wellbeing, personal development and academic progress of students within the mentor group
- To check uniform and general appearance on a daily basis
- To monitor the behaviour of students in the mentor group

Safeguarding

Be aware of relevant issues and ensure the safeguarding of the welfare of students

To promote and safeguard the welfare of children and young people for whom you are responsible and with whom you come into contact during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures

To report any causes for concern relating to the welfare and safety of children to the designated person and the Head Teacher or if unavailable, the designated safeguarding governor or a member of the Senior Leadership Team

To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

To take reasonable care for the health and safety of yourself and other persons who may be affected by your activities and where appropriate safeguarding the health and safety of persons under your control and guidance in accordance with the provision of Health & Safety legislation

Person Specification: Assistant Head Teacher

Person Specification		
	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R) Later checks (L)
Qualifications, Experience and Professional Development		
<ul style="list-style-type: none"> Has Qualified Teacher Status 	E	A
<ul style="list-style-type: none"> Has Degree level qualifications 	E	A
<ul style="list-style-type: none"> Has undertaken professional development in preparation for SLT role 	E	A/I
<ul style="list-style-type: none"> Has extensive pastoral leadership experience demonstrating impact in whole school areas 	E	A/I/R
<ul style="list-style-type: none"> Background checks and references show no issues of concern with regard to safeguarding children and young people 	E	L
Leadership and Management Experience		
<ul style="list-style-type: none"> Has successful leadership as a Head of Year, Curriculum Leader or equivalent 	E	A
<ul style="list-style-type: none"> Has successfully led, planned, managed and evaluated change which has had a significant impact at whole school level 	E	A/I/R
<ul style="list-style-type: none"> Has demonstrated the ability to work strategically and successfully 	E	A/I/R
<ul style="list-style-type: none"> Has experience or knowledge of school admissions 	D	A/R/I
<ul style="list-style-type: none"> Has experience or knowledge of attendance and improving attendance 	D	A/R/I
Teaching Experience		
<ul style="list-style-type: none"> Demonstrates outstanding, sustained, and successful experience as a teacher in a secondary context 	E	A/R
<ul style="list-style-type: none"> Has a proven record of outstanding teaching and outstanding results with examination classes 	E	A/R
Shaping the Future		
<ul style="list-style-type: none"> Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision 	E	A/I/R
<ul style="list-style-type: none"> Has experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of behaviour, attendance and achievement 	E	A/I/R
Pastoral, Behaviour Development and Welfare		
<ul style="list-style-type: none"> Has experience of implementing strategies for improving the behaviour, attendance and achievement of students 	E	A/I/R
<ul style="list-style-type: none"> Can demonstrate impact of effective management of pastoral processes and systems 	E	A/I/R
<ul style="list-style-type: none"> Has experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being at AP Provision 	D	A/I/R
<ul style="list-style-type: none"> Has the ability to lead pastoral teams to deliver effective pastoral support to students 	D	A/I/R



<ul style="list-style-type: none">• Has knowledge of and the ability to lead in-year admissions and FAP processes	D	A/I/R
<ul style="list-style-type: none">• Has experience of delivery and design of Personal Development Provision	D	A/I/R
<ul style="list-style-type: none">• Has experience of effective school transition processes	D	A/I/R

Developing Self and Working with Others		
<ul style="list-style-type: none"> • Understands the significance of interpersonal relationships and strategies for promoting individual and team development 	E	A/I/R
<ul style="list-style-type: none"> • Knows how to promote an open, fair and equitable culture 	E	I/R
<ul style="list-style-type: none"> • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations 	E	I/R
<ul style="list-style-type: none"> • Has the ability to communicate appropriately and effectively with a variety of audiences, including in particular children and young people 	E	I/R
<ul style="list-style-type: none"> • Has the ability to build and sustain networks and alliances in pursuit of organisational goals 	E	A/I/R
Managing the organisation		
<ul style="list-style-type: none"> • Has successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation 	E	A/I/R
<ul style="list-style-type: none"> • Understands how to establish and sustain effective organisational structures, systems, policy and practice 	D	I/R
<ul style="list-style-type: none"> • Knowledge of Fair Access, exclusions and behaviour management across all key stages 	D	A/I/R I/R I/R
Securing Accountability		
<ul style="list-style-type: none"> • Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these 	E	I/R
<ul style="list-style-type: none"> • Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance 	E	I/R
<ul style="list-style-type: none"> • Has the ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information and intelligence to monitor progress in every child's learning. 	E	A/I/R
<ul style="list-style-type: none"> • Has experience of holding individuals, teams and whole school to account for student learning outcomes 	E	I/R
Strengthening Community		
<ul style="list-style-type: none"> • Understands the importance of listening to, reflecting and acting on community feedback 	E	I/R
<ul style="list-style-type: none"> • Has experience of strategies that encourage parents and carers to support their children's learning, behaviour and attendance 	D	A/I/R
<ul style="list-style-type: none"> • Has experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students 	D	A/I/R

Personal Skills and Attributes

<ul style="list-style-type: none"> • Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales 	E	I/R
<ul style="list-style-type: none"> • Inspires, challenges, motivates and empowers teams and individuals to achieve high goals 	E	A/I/R
<ul style="list-style-type: none"> • Demonstrates personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people 	E	A/I/R
<ul style="list-style-type: none"> • Demonstrates personal and professional integrity, including modelling values and vision 	E	A/I/R
<ul style="list-style-type: none"> • Prioritises, plans and organises themselves and others 	E	A/I/R
<ul style="list-style-type: none"> • Thinks analytically and creatively and demonstrates initiative in solving problems 	E	I/R
<ul style="list-style-type: none"> • Is aware of their own strengths and areas for development and listens to, and reflects constructively and acts upon as appropriate, feedback from others 	E	I/R
<ul style="list-style-type: none"> • Demonstrates a capacity for sustained hard work with energy and vigour 	E	I/R
<ul style="list-style-type: none"> • Demonstrates resilience, optimism and a sense of humour 	E	I/R



Current School Leadership Team

Mr James Aldred	Current Head Teacher
Mr Paddy Cassidy	Head Teacher (From September 2024)
Mr Martin Dawson	Deputy Head Teacher (Quality of Education)
Mrs Rebecca Moors	Deputy Head Teacher (Pupil Development and Safeguarding)
Miss Melissa Stevenson	Assistant Head Teacher (Quality of Education)
Vacancy	Assistant Head Teacher (Behaviour and Pastoral)
Mr Thomas Voice	Assistant Head Teacher (Inclusion and Achievement)
Ms Grace Cooper	Business and Operations Manager