



PROGRESS LEADER / HEAD OF YEAR

Applications welcome from all subject areas

Full-time permanent post from September 2021

MPS/UPS + TLR 2c(i) (£7,017)

Applications to be received by 12 midnight,
Sunday 18 April 2021

*‘Working together to achieve
success’*

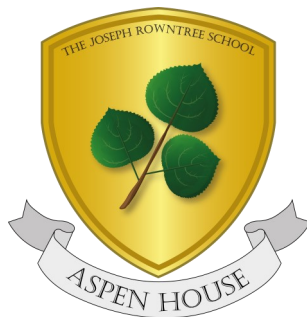
www.josephrowntreeschool.co.uk

contact@josephrowntree.york.sch.uk



The
**Joseph Rowntree
School**

the right school to grow in



'Working together to achieve success'



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 1,300 students including 209 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 2019 we achieved a strong set of GCSE results in terms of progress measures for our students. Students achieved very highly in a range of subjects for the second year in a row. This is a real reflection of the hard work of students, staff and parents and carers to achieve these outcomes for our learners. 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 10% 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. We were graded 'Good' by Ofsted in 2017 and are determined to further improve our school.

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.

GROUND AND BUILDINGS

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities.

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 11% of students receive free school meals (17% disadvantaged) and there are 137 on the SEN register (EHCP and K), 30 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, hardworking and well-motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

OUR STAFF

The school has 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. Our team work hard together 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.

ORGANISATION

Our academic structure is based on departments. Guidance and welfare is based on a Year system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working at all levels. Leaders are expected to provide leadership, support and challenge to their teams. The Governing Body provide excellent support whilst challenging us effectively. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads and a School Business Manager. We have high standards and expect colleagues to meet these, regardless of which role they play in school.

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. We continue to value all subjects equally, notwithstanding a 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 well ordered school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to treat members of staff in the same way. Relationships are good.

We are seeking to appoint colleagues with intelligence, enthusiasm, and a willingness to be fully committed to the education of our students. 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. Please email your application once completed to Miss Rachel Walton, Headteacher's P.A. at raw@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.

David Hewitt

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.

Progress Leader - Job Description

Reporting to	Deputy Headteacher
Line Management of	Pastoral Manager within the year group
Liaising with	Line Manager, form tutors in the year group, Heads of Department, Senior Leadership Team, parents/carers, governors, external agencies, relevant support staff, LA personnel, SENCO, ERP Lead

JOB PURPOSE

- To put in place consistently excellent pastoral provision for students in the year group
- To track the progress and achievements of students in the year group
- To ensure that strategies are in place to maximise achievement and address underachievement of students in the year group
- To work with the pastoral manager to ensure standards of student behaviour, attendance and uniform are excellent
- To lead, manage, motivate and develop a year team of tutors

RESPONSIBILITIES

To maximise academic progress in the year group

- monitor student standards and attainment against targets
- implement effective intervention strategies to ensure that all students are supported in achieving their potential
- communicate effectively with parents/carers, support staff, governors & external agencies in relation to attainment, progress and relevant intervention strategies
- promote rewards strategies that encourage good/improved progress and/or behaviour
- oversee, monitor and evaluate systems that support students in the year group
- embed excellent pastoral provision
- liaise with the SENCO regarding the academic needs of students in your year group and implement agreed strategies
- liaise with Senior Leaders and Heads of Departments regarding student progress and to take appropriate action where monitoring and evaluation reveal underachievement or particular issues
- effectively use non-contact time to focus on activities which will support students in their academic and pastoral progress and to evaluate the impact of these
- enhance the learning of students in the relevant year groups by the promotion of extra-curricular activities
- complete self-evaluation activity with your line manager, as a means of improving practice and identifying areas for development

Line management

- arrange and attend regular meetings with the Pastoral Manager
- be an effective line manager to the Pastoral Manager attached to the year group, including setting challenging appraisal objectives
- ensure that the career, development and professional needs of line managed staff are met
- oversee the work of the Pastoral Manager to ensure they meet their responsibilities effectively
- ensure that all school policies are implemented by all of the team
- ensure high expectations and consistent excellent practice across the team

To lead a team of form tutors

- organise effective meetings as part of the whole school meeting cycle and ensure identified actions are completed in a timely fashion
- oversee effective strategies for raising attendance and punctuality in the year group and to eliminate truancy
- set and maintain high standards of behaviour from students in the year group by effective role modelling, supporting tutors and liaising with Heads of Departments. To work proactively, but also to intervene when issues and incidents arise, including lead on strategies to support students and liaising with parents/carers, staff, governors and external agencies as appropriate. To take responsibility for following up any behavioural incidents which occur at breaks and lunchtimes
- ensure that tutors have an effective programme of activities, to support them in the delivery of tutor time and to monitor and evaluate the programme
- support tutors in the consistent implementation of whole school policies, rules and procedures
- induct new tutors and give guidance and support to all tutors to ensure they meet the pastoral needs of their students
- make appropriate arrangements during tutor time when staff are absent from the team

To support all students in your year group

- foster positive relationships with all members of the year group so that all students can turn to you for support and guidance when needed
- be a high profile member of staff around school and a positive role model by supporting high standards of conduct and behaviour and effectively challenging poor behaviour
- develop a year ethos through the delivery of high quality assemblies
- develop strategies to ensure the effective use of student planners for recording homework and maintaining

Teaching

- undertake an appropriate programme of teaching (on a reduced timetable to allow reasonable time for fulfilment of TLR responsibilities)

Whole School Contribution

- contribute to the development of whole school policy
- support the school, aims, ethos and policies
- play a full part in the life of the school community, support the School's aims and ethos and encourage staff and students to follow this example
- engage actively in the appraisal process

This job description is carried out in accordance with provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

PERSON SPECIFICATION

	Attributes	Essential/ Desirable	Stage Identified
Qualifications & Training	<ul style="list-style-type: none"> Graduate with QTS or as required by the DfE Recent and relevant CPD 	E E	A A/ I
Experience	<ul style="list-style-type: none"> An Excellent teacher Experience of working with students in KS3-KS4 Ability to teach at KS5 Robust self-evaluation and quality assurance procedures Know how to promote high levels of progress and outcomes by students and staff Ability to use data to effectively assess prior attainment, track progress and improve progress Experience of working in more than one school 	E E D E E E D	A/I A/I A/I I E
Professional Development	<ul style="list-style-type: none"> Commitment to continuing personal and professional development Evidence of further professional development 	E D	A/I A/I
Skills, Knowledge & Aptitude	<ul style="list-style-type: none"> Ability to develop excellent relationships with all students Ability to inspire, motivate and challenge students and staff Ability to work strategically and lead an effective pastoral team Commitment to the pursuit of high standards for all Ability to communicate effectively with colleagues, students, parents/carers and external agencies 	E E E E E	A/I A/I I I A/I
Personal Attributes	<ul style="list-style-type: none"> Passionate commitment to securing academic and pastoral excellence for all Energy and enthusiasm Flexibility and ability to cope with the diverse challenges of the post Resilience and the ability to work strategically even when under pressure Positive and optimistic with a solution focussed approach 	E E E E E E E	A/I A/I I A/I A/I A/I A/I



The Joseph Rowntree School is ambitious and on a journey to become outstanding

Our aim is to inspire and prepare our students to become confident, resilient, tolerant, aspirational individuals who work hard to meet their goals in life and who actively contribute to the wider world. This aim underpins everything we do and helps students and staff to thrive and adopt a love of learning and teaching that moves beyond the classroom.

We are committed to being 'The Right School to Grow in' because we:

Respect all members of our community

Overcome obstacles to success

Work together collaboratively

Nurture talent

Teach and learn through inspiration

Recognise excellence

Embrace diversity

Encourage wellbeing

Our ethos and vision are at the heart of our work and we strive to realise these by modelling and promoting personal responsibility and appropriate behaviours based on courtesy and respect. We celebrate the principles of tolerance and inclusion and place great emphasis on developing relationships which engender confidence, pride and self-esteem.

We identify potential barriers to the success of our students and staff and do all we can to remove those barriers. By fostering strong partnerships with families and the local community we promote learning and personal development. These partnerships are based on openness, empathy, mutual understanding and a desire to work together.

Our school provides a safe, healthy, stimulating and enjoyable learning environment in which all students and staff feel valued and grow in confidence to make the very best of their personal talents and skills.

We deliver a broad and balanced curriculum in an engaging manner which inspires students to realise their full potential and achieve the best possible outcomes. We implement systems that recognise and reward excellence and encourage all to strive to do their best.

Our school embraces and celebrates diversity in our local, national and global communities. The wellbeing of our school community is at the heart of our work. We give students and members of staff information, strategies and support that help them to look after and improve their own and others wellbeing.