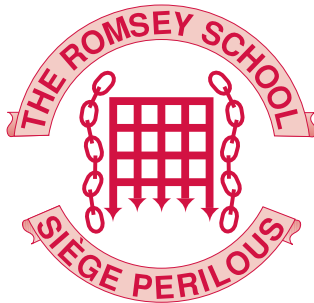


# The Romsey School

## Assistant Headteacher Information





Executive Headteacher: **Jonathan de Sausmarez BEd (Hons) NPQH NLE**  
Headteacher: **Colm McKavanagh BSc (Hons) MSc NPQH**

Dear Candidate

Thank you for expressing interest in the Assistant Headteacher Role (KS3 including intervention, Progress & Assessment) at The Romsey School. This is a newly created position due to increase in the numbers of pupils on roll and our aspiration to become a world class educational establishment.

The current leadership team is summarised in the pack but we have deliberately put together a role which I hope will appeal to a wide range of candidates seeking promotion. Whilst this is predominately an achievement and progress role, we are mindful that candidates will be looking to Headship in the future, therefore there are aspects of pastoral and curriculum roles as well. If you are a successful leader in your current role, whatever your particular strength we hope that you will apply and make The Romsey School the next step of your career. We aim to find the right person and adjust the responsibilities accordingly.


The school continues to grow from strength to strength both academically and socially for all our students. We became an academy in August 2011 which has ensured that our financial position is strong and we are able to offer a broad and balanced curriculum to our students. For the past few years, there has been considerable focus on upgrading our learning environment and through considerable investment many areas of the school have been upgraded. We have a just completed a further £1.5 million pound plan to upgrade languages, technology, music, dining and community facilities.

As you will read, our overarching vision is that The Romsey School is the 'Gateway to Success' for all our students. We are rightly proud of our inclusive ethos and our results clearly demonstrate that all students make significant progress across their five years at the school. Our results in 2015 continued our rising trend with 72% gaining 5+ A\*-C grades including English and Maths. We very much view this role as one that contributes significantly to raising standards and ensuring we become 'outstanding' in all areas at the next inspection. As you may have noticed, our inspection in January 2013 gave Behaviour and Safety a grade 1 which is a testimony to the inclusivity of the school and our ambitions for the future. We are looking for an education leader with a proven track record of 'outstanding' outcomes who will use their inspiration and vision to:

- Build on the current success of our leadership team
- Be an active member of the senior leadership team
- Contribute to outstanding progress and outcomes, particularly at KS3
- Actively pursue the ethos of the school
- Build on our existing excellent relationships with our feeder primary schools

We have an active Governing Body which has excellent working relationship with the senior leadership team and other members of staff. We are all very proud of our school and its role in the local community. We hope that after reading this pack you will be excited about becoming part of the continuing success that is The Romsey School. This is a wonderful opportunity to bring your vision for education and make it a reality in a supportive and successful environment. If you have any further questions then do not hesitate to contact either of us using the contact details below. Both the governing body and ourselves will look forward to reading your applications which need to be at the school by noon on Thursday 28 January 2016.

Yours sincerely

  
**Jonathan de Sausmarez**  
**Executive Headteacher**

email: [jdesausmarez@romsey.hants.sch.uk](mailto:jdesausmarez@romsey.hants.sch.uk)  
Mob: 07825 518494

  
**Colm McKavanagh**  
**Headteacher**

email: [cmckavanagh@romsey.hants.sch.uk](mailto:cmckavanagh@romsey.hants.sch.uk)  
Mob: 07769 560847

Greatbridge ROMSEY Hampshire SO51 8ZB Telephone: (01794) 512334 Facsimile: (01794) 511497 Community: (01794) 522106  
[www.romsey.hants.sch.uk](http://www.romsey.hants.sch.uk) adminoffice@romsey.hants.sch.uk Company Number: 07697070



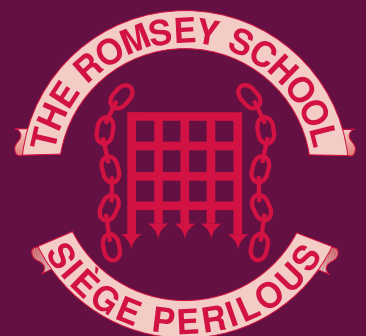
# The Romsey School

Our vision is to provide a world class education for our young people based on the following principles:

- Our ethos is inclusive where all young people succeed
- Students are supported and happy, with staff who go that extra mile
- Students achieve outstanding results through inspirational teaching
- Learning has no boundaries within and beyond the classroom
- The school is at the heart of our community

Executive Headteacher: Mr Jonathan de Sausmarez  
Headteacher: Mr Colm McKavanagh

Tel: 01794 512334  
[www.romsey.hants.sch.uk](http://www.romsey.hants.sch.uk)  
[head@romsey.hants.sch.uk](mailto:head@romsey.hants.sch.uk)







## THE TOWN OF ROMSEY

Historically Romsey had a whole range of industries within the town boundaries. Many of these have disappeared and it can now be described as a small market town.

Light industry skirts the boundaries in recently developed industrial parks and the school has pursued connections with these through sponsorship, its business project and work experience as well as through community initiatives.

The school is within striking distance of several large cities - the city of Southampton is a twenty minute drive away and takes the school from a semi rural environment into a multi-cultural dimension.

## THE ROMSEY SCHOOL

The Romsey School is an 11-16 community comprehensive school, which serves the greater part of Romsey and the surrounding villages of Ampfield, Awbridge, Braishfield, Sherfield English, Michelmersh and Timsbury and out of catchment areas.

The Romsey School enjoys considerable academic success with results amongst the best in Hampshire, and recognition by OFSTED in 2013 as "A good school with many outstanding features". The school was designated a Maths and Computing College and a high performing specialist school.

The school espouses traditional values with an unambiguous approach to discipline and clear policies on uniform. The best of the school's traditions have been retained and the ethos has been developed to ensure that there is success for every individual; that pupils take increasing responsibilities within the school, for themselves and for others and that the school looks outwards to develop links with the wider community.

There is considerable community activity on the site which is open from 7.00 am to 10.00pm on most days. The community provision was judged to be excellent by Ofsted. There is a full programme of adult education classes, as well as the use of the

facilities by local groups and organisations. Community activity is co-ordinated and promoted by the Community Education Manager and it is hoped that all staff will seek to develop community links within their subject area. The success of the community dimension has been recognised by the achievement of "Community School of the Year" for two years running.

## FACILITIES

All classrooms are generally well equipped with either a projector or interactive white board and a computer for staff to use. The Romsey Learning Platform provides on-line resources and information for pupils, parents and staff.

The school has specialist provision for SEN which includes a facility for SEN and pupils with ASD needs. We also have an Inclusion Unit which is an area for pupils who, for a variety of reasons, struggle to fit into the mainstream.

There has been considerable work in recent years to update and improve the facilities. There is a modern sports hall, floodlit all weather pitch, a gymnasium, tennis courts, volley ball court, outdoor table tennis and playing fields. They are well used by the school and the community. There is a tradition of sporting excellence at the school and a full programme of extra-curricular activities and fixtures.

A performing arts block consists of three music rooms, a well-equipped drama studio with removable tiered seating and a further drama room. Theatrical productions and concerts can also be mounted in the school hall. The school choirs and ensembles produce high quality performances in school, in Romsey Abbey and at local community events.

Of equal standard is the popular annual production involving large numbers of pupils and staff. The creative arts in the school have recently moved to another level with many productions the most recent of which will be West Side Story, making excellent use of new sound and lighting equipment.

There is a library and resources room with stock partly funded by the highly active parents' association. There are well-equipped ICT suites and a business and information studies suite. Pupils and staff contribute to the school's web site. There are up-to-date facilities for the teaching of the arts, humanities, science, mathematics and modern languages, and curriculum areas have their own suites of rooms.

During the last three years the school, through the academies capital grant, has undergone significant upgrading to buildings. This has led to significant improvements in the learning environment, including in D&T, Performance and Expressive Arts, Humanities and Science.

### **PUPIL INTAKE**

The intake is of above average ability with our PAN for each year group being 224. Around 50% of students come from outside catchment. Although only 16% of pupils receive free school meals there is a strong special needs department which provides support through withdrawal and in-class assistance. The school is able to offer a broad range of subjects, including BTecs, to match student need. There is a reduced option package for a small group of pupils in key stage 4 for whom the full range of GCSE courses is problematic. The school has close links with the Eastleigh Consortium. Pupils are expected to aspire to 8-13 GCSEs or their equivalents.

Nearly all pupils enter further education and many go on to achieve scholarships to further and higher educational establishments, including Oxbridge. Pupils are also prepared for the world of work through the careers guidance programme which begins in year 9 and the successful Enterprise Project in year 10 which brings in consultants from business and commerce to work alongside pupils.

### **PASTORAL CARE**

Pupils are placed in mixed ability tutor groups and each subject sets pupils according to ability. The pastoral role of tutors is important and they are central to our academic mentoring programme.

The Personal Development Learning programme is delivered by a specialist team throughout the school and they are supported by tutors in tutor time. It is intended that tutors remain with their group throughout their time in school.

The oversight of the care of pupils is the responsibility of the Progress Leaders under the leadership of a Deputy Head. The pastoral team maintains close liaison with educational welfare services and parents to ensure as much co-operation and support as possible. The school is open to parents at any time of the day so there are considerable opportunities for parental involvement.

### **EXTRA CURRICULAR ACTIVITIES**

The school extends beyond the normal curriculum by means of clubs and activities, sporting and cultural. As well as providing opportunities for enjoyable and worthwhile experiences the extra curricular dimension helps to cement the good pupil/teacher relationships which are the cornerstones of the success of the school. Many pupils and staff participate but this is always an area to be extended and developed and new staff should consider how they can contribute.

### **A SPECIALIST SCHOOL**

In September 2004 the school was successful in its bid to become a Specialist Maths and Computing College. This means the school benefited from additional funding to meet school and community targets. The school aims to be a leader in the fields of maths and computing and to provide a wide range of courses to meet the needs of the pupils and the community. We are also committed to working collaboratively with our partner schools in the Eastleigh Consortium to share the expertise within our specialism, and there is an ongoing programme of development with our feeder primary schools. With exciting and innovative teaching in these areas standards are being driven up still further.







## BACKGROUND TO THE LEADERSHIP

### ‘YOUR GATEWAY TO SUCCESS’

The school has a well established reputation as an inclusive school where we want every child to feel they belong to the school and also to gain the very highest of academic and social standards. We aspire to be ‘outstanding’ in every aspect of school life and require all staff and students to have the highest of professional standards.

The school has adopted an innovative leadership structure which shares the Headship role between the Executive Head (appointed in January 2011) and Headteacher (appointed in September 2014). These have very clear accountabilities as you will read from the enclosed information. As well as committing to system leadership we are proud that an extended leadership structure runs throughout the school and includes a Core Leadership Team (2 x DHT, 2 x AHT and Community Manager) and a wider leadership team made up of curriculum leaders. In addition we have a Wider Leadership Group which is the school’s ‘think tank’ where ideas are shared between members of staff across the age and experience spectrum. This also includes members of the support staff.

A more recent development has been the creation of school improvement teams which reflect the four areas of the Ofsted framework (Behaviour, Achievement, Teaching and Leadership) which is led by a senior leader and some middle leaders. All staff, including support staff, can join any group and be part of the whole school decision making process; enabling quality assurance in co-writing and assessing our School Action Plan and completing the School Evaluation Form (SEF). Although this is in its first year, we feel that this distributed approach to leadership means that all staff are actively involved in leading the school.

Ofsted visited the school in January 2013 and the report is available on our website. In 2014, we achieved 69% A\* - C inc English and Maths against a challenging target of 72% and in 2015 we exceeded our target achieving 72% A\*-C with English and Maths. In a year of GCSE uncertainty, we were pleased that we were able to sustain our current level of performance.

In August 2011, Romsey School acquired Academy Status. Our reasons for doing so were largely financial as

we had no issues with the LA, but with an impending difficult financial climate we felt it was right for us to do this at the time. As a result the school is secure financially and we have been able to use the Academies’ Capital Grant Fund to acquire over £750,000 of funding to upgrade the school buildings. This has meant the fifty plus year old windows have been replaced in three quarters of the school and the remainder should be finished in the early part of the summer term. Due to a large housing project in the area, we have secured a further £1 million to continue the process of upgrading the school. We have used this funding to help us increase the size of some smaller classrooms and provide a better environment and facilities for our students.

## SENIOR LEADERSHIP TEAM (SLT) ROLES AND RESPONSIBILITIES

### SUMMARY

The Executive Headteacher is responsible for the leadership, internal organisation, management and control of the school. He fulfils 60% of a traditional Headteacher’s role.

The Headteacher will fulfil 40% of the Headteacher’s role and 60% of a deputy Headteacher’s role. The remaining 40% of the deputy’s role is allocated to an extended SLT. The particular responsibilities are dependent on the strengths and experience of the post holders.

### GENERIC RESPONSIBILITIES OF THE WHOLE SLT

- To help to develop a strategic view for the school and plan for its future needs and further development.
- To secure and sustain effective teaching and learning throughout the school, to improve standards of achievement and to meet school targets.
- To support staff in developing an effective learning environment and in the maintenance of good order and discipline.
- To share in the day-to-day management of the school.

## ASSISTANT HEAD KEY STAGE 3 INCLUDING INTERVENTION, PROGRESS AND ASSESSMENT

The governors are seeking to appoint a person in full sympathy with the ethos of the school and eager to build on the high standards and excellence demanded by everyone associated with it.

Working closely with the Executive Headteacher, the Headteacher and other members of the Core Leadership Team, the core purpose is to lead and support all aspects of Progress and assessment, particularly at Key stage 3 and for disadvantaged pupils within the school to a very high and constantly improving standard.

In addition to this, the Assistant Headteacher will play a leading role in securing high standards of Achievement at Key Stage 3. To achieve this, the Assistant Headteacher will have the following essential characteristics:

- Proven success in leadership within a successful school
- High levels of communication and interpersonal skills and the ability to build strong relationships with adults and children.
- Drive and determination to achieve excellence; demonstrating the vision and values in everyday work and practice.
- Enthusiasm and the ability to motivate and work with others to create a shared culture and positive climate.
- High level team leader and team member skills.
- Tenacity tempered with patience, tact, a sense of proportion, sound judgement and a belief in the potential of every child.
- Recognition that continuous professional development (CPD) is essential at all levels to stay ahead in a constantly evolving and competitive environment.

## CORE LEADERSHIP TEAM PRINCIPAL PURPOSE

	<b>EXECUTIVE HEADTEACHER (EHT)</b> <b>JONATHAN DE SAUSMAREZ</b>	<b>HEADTEACHER (HT)</b> <b>COLM MCKAVANAGH</b>	<b>DEPUTY HEAD - KS4 INCLUDING INTERVENTION AND PROGRESS</b> <b>ANDY MARKS</b>	
	The EHT is responsible for non-pupil matters and accountable for meeting statutory requirements.	The HT is responsible for pupil and parent related matters and is accountable for pupil and school performance.	The principal purposes of the role are to provide leadership, management and motivation of the Curriculum Leadership Team to ensure effective pupil progress.	
	<b>DEPUTY HEAD - PUPIL SERVICES AND TEACHING AND LEARNING</b> <b>ANNIE EAGLE</b>	<b>COMMUNITY EDUCATION MANAGER</b> <b>JAN LEFLEY</b>	<b>ASSISTANT HEAD EXTENDED LEARNING &amp; CHILD PROTECTION</b> <b>JULIA FELTON</b>	<b>ASSISTANT HEAD KS3 INCLUDING INTERVEN- TION &amp; PROGRESS</b> <b>VACANCY</b>
	The principal purposes of the role are to provide; 1. Leadership, management and motivation of the Pastoral Leadership Team, to secure high quality tutoring of individuals and groups 2. Strategic leadership of the professional development of staff and learning habits of pupils	The principal purpose is to lead the development of the community department, providing extended services to the school and the community and enhancing the pupils' education through the community context and resources.	The principal purpose is to provide strategic leadership of the development of careers, vocational and applied education, safeguarding of pupils and the extended learning programme.	The principle purpose of the role is to support the leadership & management of Pupil Progress & Assessment, particularly for disadvantaged pupils and pupils at Key Stage 3.

## CORE LEADERSHIP TEAM

### MAIN DUTIES

	EXECUTIVE HEADTEACHER (EHT) JONATHAN DE SAUSMAREZ	HEADTEACHER (HT) COLM MCKAVANAGH	DEPUTY HEAD - KS4 INCLUDING INTERVENTION AND PROGRESS ANDY MARKS
Key Accountabilities	<ul style="list-style-type: none"> <li>• <u>Policy making within the strategic direction determined by the Governing Body and responding to new requirements.</u></li> <li>• <u>The School Action Plan, SEF, The Strategic Plan.</u></li> <li>• <u>Staff contracts (all staff), job descriptions, conditions of service, performance management arrangements, and discipline procedures.</u></li> <li>• <u>Management and supervision of support staff.</u></li> <li>• <u>Developing services for the Extended School, marketing them and ensuring their quality. Community education.</u></li> <li>• Premises management. Health and safety.</li> <li>• Ensuring the GB fulfils its statutory obligations, reviews policies at the required time, endorses new policies and practices, and monitors the work of the school.</li> <li>• Budget setting and monitoring and securing best value according to priorities determined by the Governing Body and the school's leadership.</li> <li>• Representing the school in the Local Authority and on collaborative bodies such as the 14-19 Partnership, the Local Children's Trust, Western Area Heads.</li> </ul>	<ul style="list-style-type: none"> <li>• The day-to-day management and organisation of the school. Daily procedures. Home to school transport.</li> <li>• Contribute to School Action Plan and SEF.</li> <li>• The curriculum, curriculum development and delivery. Curriculum resources.</li> <li>• Teaching and learning policies and procedures, teaching quality, the professional development of teaching staff. The line management of teaching staff.</li> <li>• Examinations and assessment, assessment for learning, analysis of pupil performance and action to improve performance.</li> <li>• Relationships with parents, newsletters, parents' consultations, reporting to parents, home-school partnership.</li> <li>• Pastoral support, inclusion, special needs and other pupil services. Liaison with outside agencies for pupil support.</li> <li>• Behaviour policies and procedures, exclusions, alternative arrangements for pupils.</li> <li>• Admissions and pupil roll. Line manage Transition arrangements in conjunction with the Year 7 Progress Leader</li> <li>• Representing the school in the local community. Marketing the school.</li> <li>• CLT link Year 11</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of the Curriculum Leadership Team ensuring their policies and practices meet the needs and aspirations of all pupils and raise standards of achievement in the school.</li> <li>• Support and guidance of curriculum leaders in achieving high standards.</li> <li>• Development of the KS4 curriculum structure to meet the needs of the pupils, the school, the community and statutory requirements.</li> <li>• Organisation of options choices to ensure the best fit for pupils.</li> <li>• Production of the school timetable to deliver the curriculum structure.</li> <li>• Data analysis, target setting and monitoring progress towards targets.</li> <li>• Line management and monitoring of the core subject departments of English, Maths, Science and ICT.</li> <li>• Responsibility for Children in Care.</li> <li>• Responsibility for Vulnerable pupils including Children in Care.</li> <li>• Academic mentoring arrangements</li> <li>• CLT link Year 10</li> </ul>
Line Management	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• School Business Manager</li> <li>• Head teacher's PA</li> <li>• Governor Link</li> <li>• SENCO</li> <li>• ASD Base Manager</li> <li>• Community education Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head x 2</li> <li>• Asst Head</li> <li>• Inclusion Manager</li> <li>• Design and Technology</li> <li>• MFL</li> <li>• Transition</li> <li>• Duty Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• Science</li> <li>• ICT</li> </ul>



	EXECUTIVE HEADTEACHER (EHT) JONATHAN DE SAUSMAREZ	HEADTEACHER (HT) COLM MCKAVANAGH	DEPUTY HEAD - KS4 INCLUDING INTERVENTION AND PROGRESS ANDY MARKS
Policy Responsibility	<ul style="list-style-type: none"> <li>Complaints</li> <li>Staff Absence</li> <li>Staff Conduct</li> <li>Special leave</li> <li>Freedom of Information</li> <li>Whistleblowing</li> <li>Equalities Policy</li> <li>Safer recruitment</li> <li>Data protection</li> <li>Health and Safety Policy</li> <li>Risk Management Policy</li> <li>Charging and Remissions Policy</li> <li>Fixed Assets and Depreciation policy.</li> <li>Accessibility plan</li> </ul>	<ul style="list-style-type: none"> <li>Admissions</li> <li>Setting / Groupings</li> <li>Teaching and Learning Policy</li> <li>Anti-drugs policy</li> <li>Physical restraint policy</li> <li>Exclusions policy</li> <li>Education inclusions policy</li> <li>Fire Safety and procedures policy</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum policy</li> <li>Exams policy</li> <li>Literacy</li> <li>Numeracy</li> <li>Marking policy</li> <li>Library</li> <li>Network and internet access policy</li> </ul>
SEF	<ul style="list-style-type: none"> <li>SEF section 1 – Leadership and Management</li> </ul>	<ul style="list-style-type: none"> <li>SEF section 3 – Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>SEF section 4 Achievement</li> </ul>
Meetings	<ul style="list-style-type: none"> <li>Staff</li> <li>CLT</li> <li>Full Governing Body</li> <li>P&amp;R Committee</li> <li>Finance Committee</li> <li>Buildings Committee</li> <li>Staffing Committee</li> <li>Community RCS</li> <li>Cluster/Pyramid Heads</li> <li>Area Heads</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>CLT</li> <li>Full Governing Body</li> <li>P&amp;R Committee</li> <li>Staff Committee</li> <li>Curriculum Committee</li> <li>Finance Committee</li> <li>RoScA – hot topics</li> </ul>	<ul style="list-style-type: none"> <li>Staff!</li> <li>CLT</li> <li>Full Governing Body</li> <li>Curriculum Committee</li> <li>Finance Committee</li> <li>Buildings Committee</li> </ul>
Events	<ul style="list-style-type: none"> <li>SLT Conference*</li> <li>Open Evening</li> <li>Certificate Presentation Evening</li> <li>Parents' Evening</li> <li>School Concerts</li> <li>School Production 1 night</li> <li>Yr 6 Induction Evening</li> <li>Staff Functions</li> <li>Carol Service</li> </ul>	<ul style="list-style-type: none"> <li>SLT Conference</li> <li>Open Evening*</li> <li>Certificate Presentation Evening</li> <li>Yr 6 Prospective parent tours*</li> <li>Parents' Evening</li> <li>School Production 1 night</li> <li>School Concerts</li> <li>Yr 6 Induction Evening</li> <li>Post 16 evening</li> <li>Y7 Tutors evening</li> <li>Carol Service</li> </ul>	<ul style="list-style-type: none"> <li>SLT Conference</li> <li>Open Evening</li> <li>Certificate Presentation Evening*</li> <li>Parents' Evening</li> <li>School Concerts / Productions</li> <li>Staff Functions</li> <li>Y9 Curriculum Evening*</li> <li>Y7 Tutors evening*</li> <li>Carol Service</li> </ul>
	<ul style="list-style-type: none"> <li>All Day Duty shared</li> </ul>	<ul style="list-style-type: none"> <li>All Day Duty</li> </ul>	<ul style="list-style-type: none"> <li>All Day Duty</li> </ul>

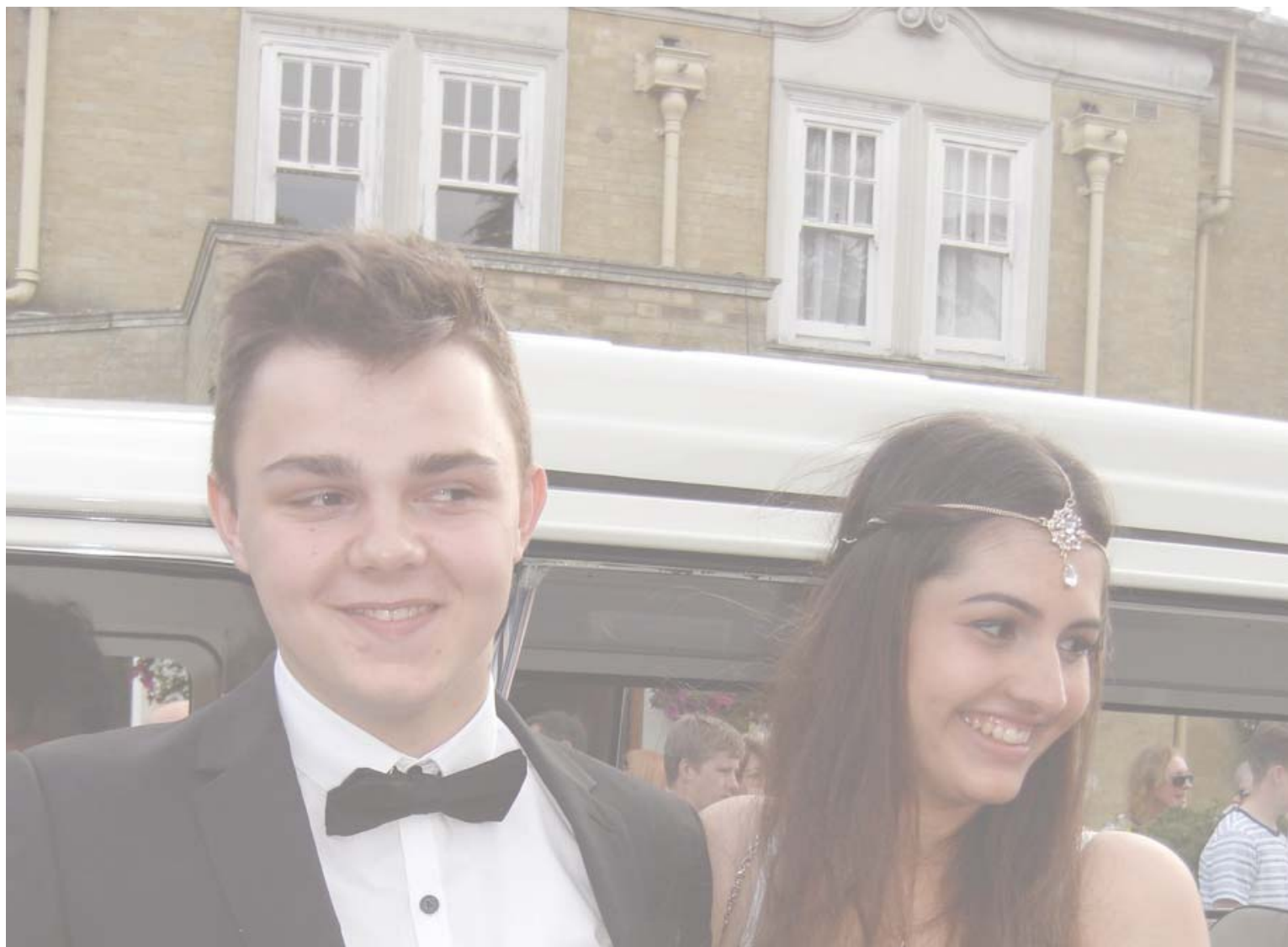


	DEPUTY HEAD - PUPIL SERVICES AND TEACHING AND LEARNING ANNIE EAGLE	COMMUNITY EDUCATION MANAGER JAN LEFLEY	ASSISTANT HEAD - EXTENDED LEARNING & CHILD PROTECTION JULIA FELTON	ASSISTANT HEAD KS3 INCLUDING INTERVENTION & PROGRESS VACANCY
Key Accountabilities	<ul style="list-style-type: none"> <li>• Leadership of the Pastoral Leadership Team (PLT) ensuring their policies and practices meet the needs and aspirations of all pupils and raise standards of achievement in the school.</li> <li>• Monitoring and evaluating guidance and support and its effectiveness in contributing to the aims of the KS3 curriculum and the production of an annual action plan for the development of pupils' learning strategies</li> <li>• Leadership and enhancement of the school culture as a 'Learning Community'</li> <li>• Leadership of the professional development of pastoral staff through example and support.</li> <li>• Leadership and co-ordination of the provision of professional development of the Teaching Staff and monitoring of Performance Management arrangements.</li> <li>• Implementation of the whole school learning strategy – Habits of mind.</li> <li>• Leadership and chairing and managing the strategic meetings of the PLT ensuring the development of high expectations in tutoring.</li> <li>• Ensuring positive home/school links.</li> <li>• Pupil attendance</li> <li>• Organisation and co-ordination of public events. (Shared)</li> <li>• SLT link Year 9</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of the Community Team ensuring that their policies and practices meet the needs and aspirations of the community and raise standards of achievement in the school.</li> <li>• Support and guidance of community staff in achieving high standards.</li> <li>• Development of the community programme to meet the needs of the pupils, the school, the community, the Borough and the County.</li> <li>• Maximising income into the school, in particular the community department, managing and accounting for the community budget and financial procedures.</li> <li>• Developing partnerships with other community organisations, and working collaboratively to meet the needs of the community.</li> <li>• Chair of Local Childrens Partnership for Southern Test Valley.</li> <li>• Senior responsible officer for Test Valley troubled families.</li> <li>• Completing community section of School Action Plan and SEF.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring courses are delivered as a coherent package alongside the core curriculum and any off-site provision.</li> <li>• Ensuring common procedures and protocols across the consortium.</li> <li>• Safeguarding to include whole school strategy on tackling extremism and radicalisation.</li> <li>• To provide strategic leadership in the provision of careers education, information, advice and guidance to all pupils whilst generating partnerships with business and work-place providers to support experiences for pupils.</li> <li>• Leadership and management of the Applied Learning Department to ensure the highest possible standards of teaching, learning and achievement.</li> <li>• Supporting the EAL provision for pupils, particularly for those who are in-year admissions.</li> <li>• Educational Visits Co-ordinator – Policy and practice.</li> <li>• Child protection policies and procedures. Staff training on all aspects of Child Protection.</li> <li>• Organisation and co-ordination of public events. (Shared)</li> <li>• The school calendar.</li> <li>• CLT link Year 8</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the progress and achievement of Key Stage 3 pupils termly and highlight concerns to all curriculum areas, ensuring that actions are in place to address weak progress and secure outstanding progress</li> <li>• Support Curriculum leaders to further improve the quality of teaching and standards achieved.</li> <li>• Promote and develop the use of assessment for learning to secure the highest levels of challenge in lessons.</li> <li>• Line manage the top-up tutor programme to ensure that pupils who are below level 4 on entry make expected progress by the end of year 7</li> <li>• Lead on life after levels, so that staff are aware what expected progress and good progress is by the end of Key stage 3.</li> <li>• Leadership in the strategic provision to Close the Gap in progress between disadvantaged and non-disadvantaged pupils.</li> <li>• Check the progress of all disadvantaged pupils and highlight concerns to all curriculum areas, ensuring that actions are in place to address weak progress</li> <li>• Identify pupils in need of academic mentoring to ensure that they have support to meet expected progress.</li> <li>• Organise the programme of Year 8 into 9 choices for D&amp;T and P&amp;E Arts to ensure effective deployment of staff for pupils options</li> <li>• CLT link for a Year group</li> </ul>

	DEPUTY HEAD - PUPIL SERVICES AND TEACHING AND LEARNING ANNIE EAGLE	COMMUNITY EDUCATION MANAGER JAN LEFLEY	ASSISTANT HEAD - EXTENDED LEARNING & CHILD PROTECTION JULIA FELTON	ASSISTANT HEAD KS3 INCLUDING INTERVENTION & PROGRESS VACANCY
Line Management	<ul style="list-style-type: none"> <li>PE</li> <li>Humanities</li> <li>T&amp;L Co-ordinator</li> <li>Library Manager</li> <li>Year Leader 7 – 11 progress leaders and 2 x Pastoral Support Workers.</li> </ul>	<ul style="list-style-type: none"> <li>Community Education –</li> <li>Community staff</li> <li>Assessors</li> <li>Community tutors</li> <li>playworkers/crèche staff</li> </ul>	<ul style="list-style-type: none"> <li>Performing and expressive Arts</li> <li>Careers manager</li> <li>G&amp;T Coordinator</li> <li>Vocational Learning staff.</li> </ul>	<ul style="list-style-type: none"> <li>A core subject</li> <li>One other subject tbc</li> <li>A year group</li> </ul>
Policy Responsibility	<ul style="list-style-type: none"> <li>RE</li> <li>Performance Management</li> <li>Assemblies policy</li> <li>Nutritional Standards policy</li> <li>Behaviour management policy</li> <li>Confidentiality policy</li> <li>First Aid policy</li> </ul>	<ul style="list-style-type: none"> <li>Community policies</li> <li>Local Children's partnership</li> <li>Local Strategic Partnership.</li> </ul>	<ul style="list-style-type: none"> <li>Homework Policy</li> <li>Careers information and Guidance policy</li> <li>Child Protection policy</li> <li>Gifted &amp; Talented</li> <li>PDL Policy</li> <li>Sex Education</li> </ul>	
SEF	<ul style="list-style-type: none"> <li>SEF section 2 – Behaviour and Attendance</li> </ul>	<ul style="list-style-type: none"> <li>SEF section 5 Community</li> </ul>	<ul style="list-style-type: none"> <li>SEF section 2 – Behaviour and Attendance</li> </ul>	<ul style="list-style-type: none"> <li>SEF section 4 – Achievement</li> </ul>
Meetings	<ul style="list-style-type: none"> <li>Staff</li> <li>CLT</li> <li>Full Governing Body</li> <li>Pupil support committee</li> <li>Staffing Committee</li> <li>SIG – L2L team.</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>CLT</li> <li>Full Governing Body</li> <li>LCP</li> <li>Buildings</li> <li>Finance</li> <li>RCS Ltd.</li> </ul>	<ul style="list-style-type: none"> <li>Staff!</li> <li>CLT</li> <li>SIG – L2L team.</li> <li>Curriculum Committee</li> <li>Pupil support committee</li> <li>RoScA</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>Middle Leaders</li> <li>CLT</li> <li>Curriculum Committee (Some)</li> </ul>
Events	<ul style="list-style-type: none"> <li>SLT Conference</li> <li>Open Evening</li> <li>Certificate Presentation Evening</li> <li>Parents' Evenings</li> <li>School Production 1 night</li> <li>School Concerts</li> <li>Yr 6 Induction Evening</li> <li>Parental Shadow*</li> <li>Carol Service</li> </ul>	<ul style="list-style-type: none"> <li>SLT Conference</li> <li>Open Evening</li> <li>Certificate Presentation Evening</li> <li>School Production 1 night</li> <li>School Concerts</li> <li>Induction evening</li> <li>Partnership events.</li> <li>Carol Service</li> </ul>	<ul style="list-style-type: none"> <li>SLT Conference</li> <li>Open Evening</li> <li>Certificate Presentation Evening</li> <li>Parents' Evening</li> <li>School Production 1 night</li> <li>School Concerts</li> <li>Induction Evening</li> <li>Post 16 evening*</li> <li>Carol Service</li> </ul>	<ul style="list-style-type: none"> <li>SLT Conference</li> <li>Open Evening</li> <li>Certificate Presentation Evening</li> <li>Parents' Evening</li> <li>Yr 6 Induction Evening</li> <li>School production – 1 night.</li> <li>Carol service</li> </ul>
	<ul style="list-style-type: none"> <li>All Day Duty</li> </ul>		<ul style="list-style-type: none"> <li>All Day Duty</li> </ul>	<ul style="list-style-type: none"> <li>All Day Duty</li> </ul>







## KEY FACTS AND STATISTICS

Type of school	Academy Comprehensive School
Location	Romsey, Hampshire
Age range	11-16
Co-educational	Yes
Number of pupils	1127
Number of teaching staff	70.4 fte
Number of support staff	93
Budget	£6.38 million
Ratio of pupils to computers	1.7:1
Attendance	94.2%
% of children from ethnic minorities	14.4%
% of children on free school meals	17.2%
% of students High Attainment	43%
% of children with SEN	14.5%
% of children with English as a second language	7.8%
VA Score	1024
GCSE Results	72% 5+A*-C + EM 80% 5+A*-C 33% A*/A



The Romsey School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks. Posts are exempt from the Rehabilitation of Offenders Act 1974, therefore all convictions, including those usually considered spent must be declared.

In our school we are committed to securing genuine equality of opportunity, whether required by law or not, in all aspects of our activities as an employer and service provider. This commitment is based on our belief in the broad principles of social justice and our aim is to provide services and employment on a fair and equitable basis.

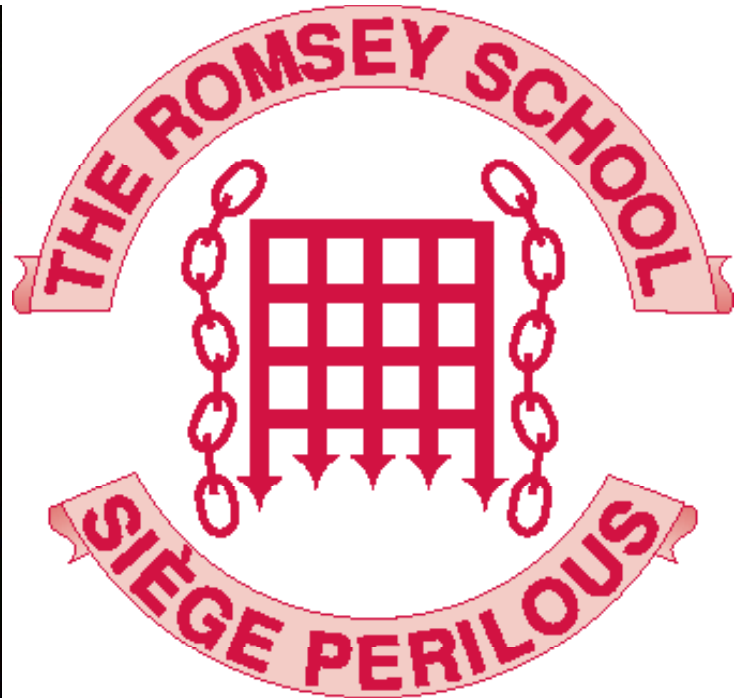
Our staff are encouraged to demonstrate their commitment to equality by taking active steps to eliminate discrimination, promote equality of opportunity and promote good race relations.

## STAFF DRESS CODE

1. Staff are expected to wear clothing appropriate for school where they act as role models for young people
2. Male and female staff should wear smart clothing suitable for a secondary education environment
3. Male staff would usually wear a jacket and tie
4. Female staff would wear tops which are smart (i.e. not strappy vest tops). Very short skirts and low cut tops are not appropriate in school as they may appear provocative to adolescents.
5. Staff must avoid under dressing for the day and therefore beach wear is not permitted. This includes flip flops or other beach style footwear.
6. Staff taking part in sport lessons or activities will wear appropriate sports wear and footwear. Staff taking part in other practical lessons may wear clothing appropriate to the practical activity but must conform to the criterion above of appropriateness for school. Footwear should be secure at the heel.
7. On INSET days when the pupils are not in school, staff are permitted to dress more casually.
8. During the summer months when the temperature rises, staff should be mindful that the pupils still wear the same uniform. Staff attire should still be smart and appropriate for secondary education environment as indicated above.

We would like to ask staff to be respectful of their position as role models to pupils at The Romsey School and of the difficulties that inconsistencies in our behaviour can create for other staff. We therefore ask staff to remove any facial piercings [including from the tongue] when in contact with pupils and parents. Similarly any tattoos should be hidden with appropriate clothing when in contact with pupils or parents.





## HOW TO APPLY

Candidates should complete the Romsey School application form indicating how their qualifications and leadership experience have prepared them for this post and identifying two people who can provide professional references, at least one of whom should be your current Headteacher.

Candidates will be expected to demonstrate evidence in their application of how they fulfil our expectations of the Assistant Headteacher's role and person profile.

If you wish to discuss the post further please contact the school via Sue Stehr, HR Manager on 01794 527007 or [jobs@romsey.hants.sch.uk](mailto:jobs@romsey.hants.sch.uk)

## TIMESCALE OF SELECTION PROCESS

### Friday 15 January

Deputy Headteacher position advertised

### Noon - Thursday 28 January

Closing date

### Wednesday 3 February

Shortlisted candidates contacted  
(SEF and Raise reports available)

### Thursday 11 and Friday 12 February

Selection Board

(Candidates must be available for all two days.

However, not all candidates will be necessarily invited to attend the final selection panel on day two)

### Easter or September 2016

Successful candidate takes up post

It is hoped that the successful candidate will have the opportunity to visit the school.