

BRANSTON

COMMUNITY ACADEMY



APPLICATION PACK
HEAD OF SIXTH FORM

“The outstanding leadership of teaching and learning means that teachers receive all the support they need”

“The behaviour of the pupils is outstanding”

“Attitudes to learning are extremely positive”

“Pupils make strong progress”

“Pupils are happy and so are the staff”

OFSTED
“OUTSTANDING”
(May 2016)

“Relationships are positive”

“A clear set of values informs the schools work”

“Teachers enthuse pupils with a love for learning.”

“Community spirit is at the heart of this school”

“The school promotes a ‘can do’ culture that celebrates success”

“Middle leaders have a positive impact on the area they lead”

WELCOME

Dear Candidate,

Thank you for your interest in the position of Head of Sixth Form at Branston Community Academy. This post is available following the promotion of the current post holder. We believe this is an exciting and challenging opportunity for an ambitious teacher to develop leadership skills within a supportive environment.

The obvious response when a Headteacher speaks about their wonderful school is “well they would say that, wouldn’t they?” However, I hope that you will have the opportunity to make that judgement yourself.

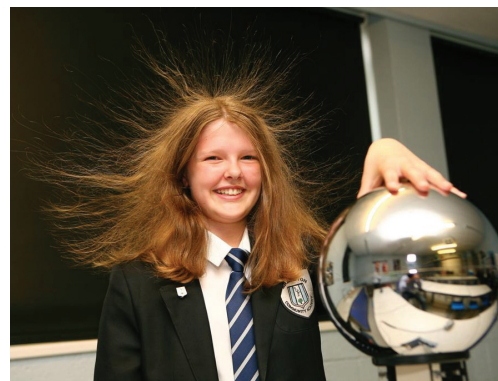
The successful candidate will certainly be joining a high achieving school. Student progression at the school as a whole is in the top 10% of the country according to government value added (Raise Online) information.

Moreover we believe that ours is a caring, compassionate community. Supporting staff and students is at the heart of our ‘Standards with a smile’ ethos. We recognise that developing the professional capabilities of all our staff is fundamental to every school’s central aim of realising fully the potential of all of its students. Staff views/surveys acknowledge the quality and importance of the continuing professional development programmes and culture here. This is an excellent opportunity to develop into the middle leader you want to be with a professional development programme that supports and encourages from NQT to aspiring leaders.

We look forward to receiving your application. The closing date is Thursday 12th October 2017. Please do not hesitate to contact us if you require any further information.

Yours faithfully

PETER BEIGHTON



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INFORMATION FOR CANDIDATES

In general, the Head of Sixth is responsible for the academic and pastoral progress of 16-19 year olds who follow a variety of 'A' level, BTEC and other vocational courses. He/she is currently assisted by a team of 9 tutors and an Assistant Head of Sixth Form. There is a separate Sixth Form Block which the students use for social purposes as well as for some lessons, computer-based work and private study. The Head of Sixth Form office is located in this block with its own telephone and admin computer network access. The Sixth Form has 178 students at the moment, which we are confident will be maintained or increase as our progression routes through the 14-19 curriculum are further developed.

At Branston Community Academy, as well as the usual Heads of Department, there is a pastoral Head of Lower School (KS3), a Head of Upper School (KS4) and a Head of Sixth.

Below are:

- a) the general job role of Head of School (with Sixth Form references added) and
- b) the specific responsibilities of the Head of Sixth, both mainly taken from the Staff Handbook.

Please refer also to the TLR job description for Team Leader: Head of Sixth Form.

THE ROLE OF THE HEAD OF SCHOOL

1. To be responsible for the induction/training/organisation of tutor team and delegation of any necessary duties.
2. To promote the professional skills of tutors in the team.
3. To monitor the work of all tutors in relation to year and Academy aims.
4. To oversee and direct the tutorial curriculum and reporting administration of the Years.
5. To undertake tutorial lesson observation.
- 6a. To monitor and support students' social progress and welfare, including behavioural issues.
- 6b. To organise, monitor and support academic progress (through liaison with SLT).
7. To liaise with parents - including organising and attending all Sixth Form Evenings (both information and consultation and personal contacts).
8. To liaise with external agencies - welfare, courts, police, psychologist etc.
9. To liaise via careers teachers with Academy careers officers; to liaise directly with Universities.
10. To promote and uphold good behaviour and discipline.
11. To keep SLT fully in the picture when serious matters arise.
12. Oversee the running of the UCAS application system; with tutors ensure the writing of references for students when requested. To be responsible for Oxbridge and Medical course applications and references.
13. To be responsible for organising the day to day running of the Sixth Form. This will include:
 - a) Organising and reporting on Pastoral Panel Meetings.
 - b) Daily responsibility for the reward and punishment system.
 - c) Organising use of Year/Tutor Group time, including leading/co-ordinating Sixth Form assemblies.
 - d) Overseeing general state of the Sixth Form block.
 - e) Assisting the Principal and other senior staff with emergency closure of Academy.
14. To keep student records.
15. To attend three-weekly senior staff meetings and to meet with SLT to discuss pastoral policies and administration.
16. To induct new students.
17. To participate in performance management procedures where necessary.

THE ROLE OF HEAD OF SIXTH FORM

In addition to the Head of School responsibilities:-

1. To be responsible to SLT for the academic and pastoral care of students in the Sixth Form with the assistance of a team of tutors. To advise students on the best choice of career at 17 and 18.
2. To be in contact with Years 10 and 11 groups to inform and help prepare for entry into the Sixth Form.
3. To undertake the enrolment and clearance of Sixth Form students with SLT.
4. To liaise with the appropriate Heads of School over matters relating to the Sixth Form.
5. Co-ordinate General Studies AS/A Level Course.
6. Co-ordinator of KS5 GCSE Retake/ assessment procedures.
7. Co-ordinate vocational assessment and moderation/verification procedures where required.
8. To organise Sixth Form Work Experience (in liaison with Head of Careers).
9. To liaise with SLT in the running of the Industry Conference and be responsible for student management.
10. To produce annually the Sixth Form Induction Timetable.
11. To organise the interviewing of prospective Sixth Form students.
12. Attend on A level results day to liaise with students, parents and staff.
13. Oversee the provision for non-university applicants

CANDIDATE QUALITIES

The Academy is looking to appoint a graduate with a successful track record of teaching, including A level. The role demands the natural ability to gain respect from and credibility with students, as well as with tutors and other staff. A high standard of personal classroom performance would be part of that, though as with almost all staff in an 11 -18 school, the majority of teaching is likely to be in 11-16 age range depending on the subject(s) being offered. Candidates are asked to indicate their teaching experience and experience across the age and ability range. Experience of more than one school would be welcome.

It is expected that the appointed person will be instrumental in successfully implementing the KS5 curriculum, will help monitor student achievement and retention rates, and oversee the general life of the Sixth Form, academic, social and community service, but will above all help set and maintain the kind of ethos which 16-19 year olds will respect, and which will lead to a lively, enjoyable, sociable, but hardworking and demanding Sixth Form experience that young people will benefit from.

INTERVIEW SCHEDULE

The appointment is from 1st January 2018

Thank you very much indeed for your interest and, we hope, for your application.

In the interests of economy we will not be writing to all unsuccessful candidates and you should assume that your application has not been successful on this occasion if you have not heard from us within two weeks of the closing date.

Closing Date: **Noon on Thursday 12th October 2017**

JOB DESCRIPTION

REPORTING TO: Relevant Curriculum Team Leader/s/nominated member of SLT

RESPONSIBLE FOR: Tutors and other relevant personnel within the Key Stage.

JOB PURPOSE: Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

To raise standards of student attainment and achievement within the Key Stage and to monitor and support student progress.

To be accountable for student progress and development within the Key Stage.

To develop and enhance the teaching and tutoring practice of others.

To lead the development and maintenance of a positive achievement ethos with an appropriate reward system within the Key Stage.

To lead the operation and development of the Academy's behaviour management system in the Key Stage in conjunction with the relevant member of SLT.

To ensure the provision of an appropriately broad, balanced, relevant and differentiated pastoral curriculum for students studying in the Key Stage, in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Principal of the Academy.

To be accountable for leading, managing and developing the work of tutors, the pastoral curriculum and personal development of students in the Key Stage.

To effectively manage and deploy tutor teams and support staff, financial and physical resources used within the Key Stage to support the pastoral curriculum and personal development of students.

LIAISING WITH: SLT, other Team Leaders, Student Support Services, relevant staff with cross-Academy responsibilities, relevant support staff, external agencies, governors and parents.

WORKING TIME: Full-time as specified within the STPCD

SALARY/GRADE: Classroom Teachers' Pay Scale + TLR 2 (current value £6449)

DISCLOSURE LEVEL: Enhanced

MAIN (CORE) DUTIES

TEACHING To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

OPERATION /STRATEGIC
PLANNING To lead the development of appropriate resources, schemes of work, policies, teaching and tutoring strategies in the tutorial work of the Key Stage.

OPERATION /STRATEGIC PLANNING	<p>To plan, lead and manage the delivery and content of high quality assemblies and of 'Thought for the Day'.</p> <p>The day-to-day management, control and operation of registration/tutorial provision within the Key Stage, including effective deployment of staff and physical resources.</p> <p>To actively monitor and follow up student progress.</p> <p>To implement Academy Policies and procedures, e.g. Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy etc.</p> <p>To work with colleagues to formulate aims, objectives and strategic plans for the Key Stage which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the Academy.</p> <p>To lead and manage the planning of the Key Stage, and to ensure that the planning activities of the tutorial team/s reflect the needs of students within the Key Stage, SDP/Self Evaluation and the overall aims and objectives of the Academy.</p> <p>To link with the relevant member of SLT to ensure that the work in the Key Stage fully reflects the Academy's distinctive ethos and mission.</p> <p>In conjunction with the Team Leader of ICT to foster and oversee the application of ICT in pastoral work and for student support including the development of materials for Open Learning.</p> <p>To ensure that Health & Safety policies and practices, including risk assessments, throughout the pastoral work of the Key Stage are in line with national requirements and are updated where necessary, therefore liaising with the Academy's Health & Safety Manager.</p>
CURRICULUM PROVISION	<p>To liaise with the relevant team leaders and members of SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost effective pastoral curriculum programme which complements the School Improvement Plan/Self-Evaluation.</p>
CURRICULUM DEVELOPMENT	<p>To be accountable for the development and delivery of the pastoral curriculum.</p> <p>To lead curriculum development for General Studies and the pastoral work of the Key Stage.</p> <p>To keep up to date with national developments in General Studies, the pastoral area and tutoring/teaching practice and methodology.</p> <p>To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.</p> <p>To liaise with the relevant members of SLT in maintaining and developing accreditation for achievement in pastoral matters with the relevant validating bodies.</p> <p>To be responsible for the development of Key Skills and other accredited programmes relevant to the Key Stage.</p> <p>To ensure that the development of the pastoral curriculum is in line with national developments.</p>

STAFFING

STAFF DEVELOPMENT To work with the relevant members of SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs

RECRUITMENT/
DEPLOYMENT OF STAFF To be responsible, with the appropriate team leader/s and member of SLT, for the efficient deployment in the Key Stage of the Academy's technicians/support staff.

To undertake observations and reviews for the tutor team within the designated Key Stage.

To make appropriate arrangements for tutorial classes when staff are absent, ensuring appropriate cover within the Key Stage liaising with the Administrator Cover Supervisor/relevant staff to secure appropriate cover.

To participate in the interview process for Assistant Team Leaders when required and to ensure effective induction of new staff in line with Academy procedures.

To promote teamwork and to motivate staff to ensure effective working relations.

To participate in the Academy's ITT programme.

To be responsible for the day-to-day management of tutors within the designated Key Stage and act as a positive role model.

QUALITY ASSURANCE To ensure the effective operation of quality control systems.

To establish the process of the setting of targets within the pastoral work of the Key Stage and to work towards their achievement.

To establish common standards of practice within the tutor team and develop the effectiveness of teaching and learning styles in the pastoral curriculum of the Key Stage.

To contribute to the Academy procedures for lesson observation.

To implement Academy quality procedures and to ensure adherence to those within the pastoral curriculum.

To monitor and evaluate the pastoral curriculum of the Key Stage in line with agreed Academy procedures including evaluation against quality standards and performance criteria.

To seek/implement modification and improvement where required.

To ensure that quality procedures meet the requirements of Self-Evaluation and Academy Development Plan.

MANAGEMENT INFORMATION To ensure the maintenance of accurate and up-to-date information concerning the Key Stage on the management information system.

To make use of analysis and evaluate performance data provided.

To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.

To produce reports within the quality assurance cycle for the work of the Key Stage team.

To produce reports on student and pastoral matters as needed.

In conjunction with the relevant member of SLT, to manage the collection of data for the Key Stage.

In conjunction with the relevant member of SLT to provide the Governing Body with relevant information relating to the Key Stage's performance and development.

COMMUNICATIONS To ensure that all members of the Key Stage Pastoral team are familiar with its aims and objectives.

To ensure effective communication/consultation as appropriate with the parents of students.

To liaise with partner schools, higher education, industry, social services, Education Welfare Service, EBSS, Educational Psychologist and other relevant external bodies.

To represent the Key Stage's view and interests.

MARKETING AND LAISON To contribute to the Academy liaison and marketing activities, e.g. the collection of material for press releases.

To lead the development of effective pastoral links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of the Academy at Open Days/evenings and other events.

To actively promote the development of effective pastoral links with external agencies.

MANAGEMENT OF RESOURCES To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Key Stage budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

To work with the appropriate member of SLT in order to ensure that the Key Stage's tutorial commitments are effectively and efficiently time-tabled and roomed.

TEACHING To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

PASTORAL SYSTEM To lead the monitoring and supporting of the overall progress and development of students within the Key Stage.

To lead the monitoring of student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

To monitor and support tutors in carrying out the duties associated with that role as outlined in the generic job description.

To lead the contribution of the Pastoral Curriculum to Careers Guidance, PSHE, Citizenship, Business & Enterprise and the Every Child Matters agenda according to Academy policy and in liaison with appropriate team leaders and members of SLT.

To ensure the Behaviour Management system is implemented in the Key Stage so that effective learning can take place.

OTHER SPECIFIC DUTIES To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

To lead the Key Stage's support of the Academy in meeting its legal requirements for worship.

To continue personal development as agreed.

To engage actively in the performance review process.

To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, will be reviewed periodically and may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> • Successful secondary teaching experience • Successful examination teaching in KS4 and KS5 • Dealing with student problems successfully • Experience of motivating others • Experience of writing of Schemes of Work at KS3, KS4 and KS5 	<ul style="list-style-type: none"> • Experience of managing other adults • Experience of intervention and monitoring Student achievement • Experience of the role of Form Tutor 	<ul style="list-style-type: none"> • Application forms • References • Interview
QUALIFICATIONS	<ul style="list-style-type: none"> • Degree or equivalent • Teaching qualification 		<ul style="list-style-type: none"> • Application Form • Interview
TRAINING		<ul style="list-style-type: none"> • Confidence in ICT as a tool for teaching and learning 	<ul style="list-style-type: none"> • Application forms • References • Interview
PRACTICAL AND INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Effective and successful classroom teacher • Leadership skills • Strong planning and classroom management • Excellent communication skills • Excellent organisational skills 	<ul style="list-style-type: none"> • A commitment to developing innovative teaching practice • A commitment to research and identification of best practice and the experience of implementing successful change 	<ul style="list-style-type: none"> • Form and letter of application • References • Interview
PERSONALITY AND ATTITUDE	<ul style="list-style-type: none"> • Team worker • Enthusiasm and commitment • Commitment to hard work • Ability to work as part of a team • Willingness to contribute to department extra-curricular activities • Commitment to CPD (Coaching) 		<ul style="list-style-type: none"> • Form and letter of application • References • Interview

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WHISTLEBLOWING

Employees are often the first to realise that there may be something seriously wrong within the Academy. However, they may not express their concerns because they feel that speaking up would be disloyal to their fellow colleagues or to the Academy. They may also fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Academy is committed to the highest possible standards of openness, probity and accountability. In line with that commitment the Academy encourages employees and others with serious concerns about any aspect of the Academy's work to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis. This statement is intended to encourage and enable staff to raise serious concerns within the Academy rather than overlooking a problem or blowing the whistle outside.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers at the Academy to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.



How to Apply

To apply, candidates should submit the following:

- Completed Application Form, which must be completed in full. We regret we cannot accept CVs.
- Supporting statement (letter of application) of no more than two sides of A4

The application form is available in electronic format and can be downloaded from our website, www.branstonca.lincs.sch.uk

For more information about this position or to have an informal discussion about your application, or if you require any assistance, please contact Helen Marriott (email marrihel@branstonca.lincs.sch.uk) or telephone 01522 880400.

N.B. We will request references prior to short listing.

All completed application forms and supporting statements should be received by either post or email no later than

12.00 pm on 12th October 2017.

We look forward to receiving your application.

SELECTION PROCESS

- **27th Sept - 11th Oct:** Potential Candidates have an opportunity to contact the Academy to find out more information about the role
- Please contact the Academy if you wish to view the school
- **12th October:** The deadline for applications is 12.00 pm. Applications should be either emailed to enquiries@branstonca.lincs.sch.uk or post to 'Branston Community Academy, Station Road, Branston, Lincoln LN4 1LH
- **W/C 16th October:** Formal interviews will take place at the Academy. Candidates will be expected to deliver a lesson as part of the interview process.

We reserve the right to interview and appoint for a suitable candidate before the closing date.



FACILITIES



We have invested considerably in facilities for staff and students, each faculty has a suite of specialist rooms which are well equipped with computer and network access, and in addition there are 5 specialist computer rooms and a number of laptops available for students to use.

There is an onsite nursery where many staff take advantage of the outstanding care and activities offered. As a community academy we have an onsite community library and also Herons Gym with subsidised membership to staff for both Gym + Swim



LINCOLN

Lincoln is a beautiful, fast developing city in the heart of the East Midlands. Lincoln is recognised as one of the world's great historic cities, attracting hundreds of thousands of visitors each year from all over the world.

With its medieval castle and one of the finest cathedrals in Europe, Lincoln is steeped in history. In 2015 the city was central to the national and international celebrations marking 800 years since the sealing of Magna Carta.

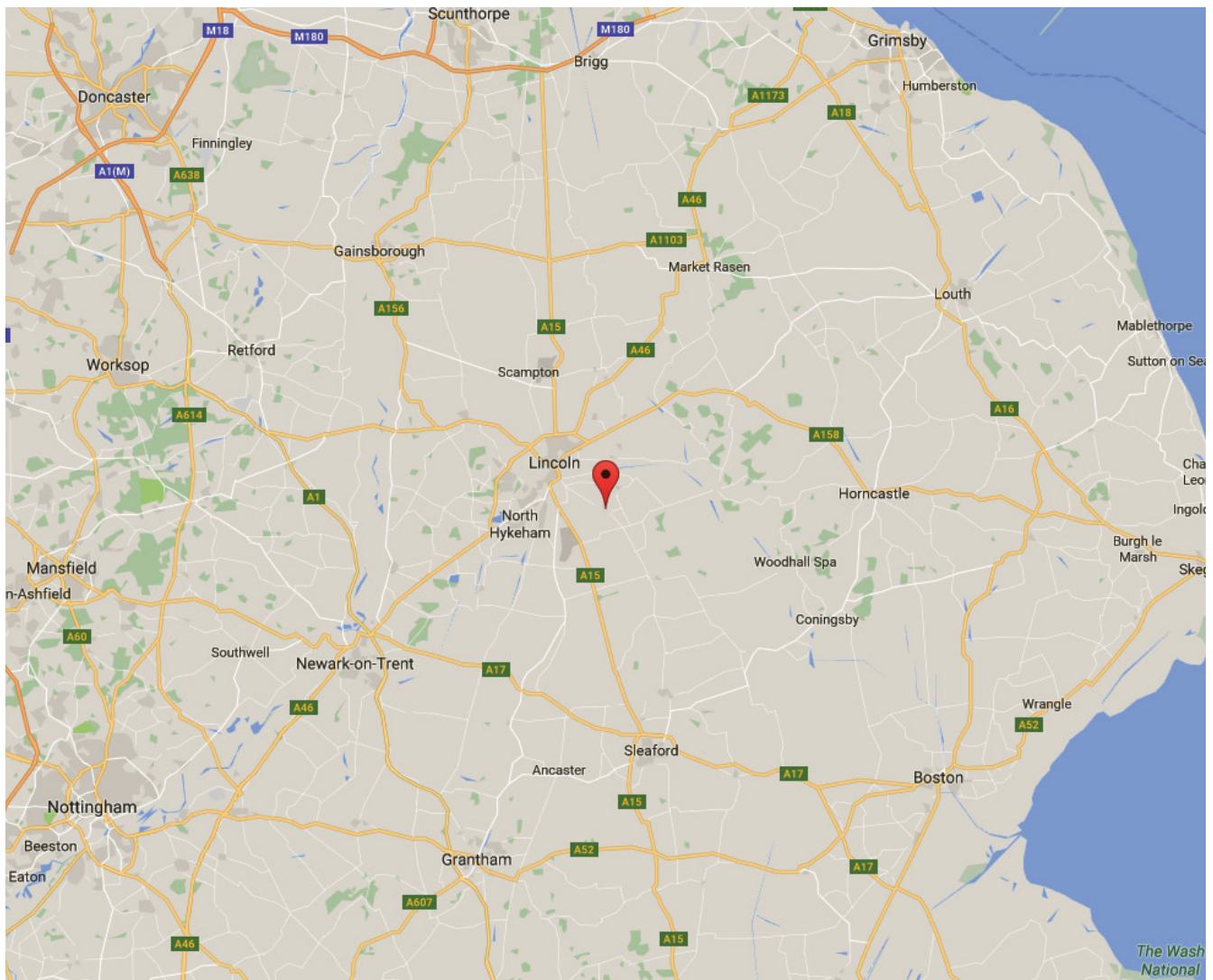
Lincolnshire was named third in the top 20 hottest holiday destinations of 2015. Lincoln's famous cobbled Steep Hill was named one of the prettiest streets in Britain by the Daily Telegraph, having previously been named Britain's Best Street 2012 by the Academy of Urbanism. In addition to the historic quarter of the City, the Brayford Pool area offers a variety of restaurants, cafés and pubs situated next to the picturesque marina in the heart of the thriving city centre, just a few minutes walk from the High Street where there is a wealth of shops, restaurants and entertainment opportunities.



Lincoln is well connected with easy access to Nottingham, Leicester, Hull, Sheffield, Leeds and the A1. There are regular train services to London, from Lincoln station and from Newark Northgate which is on the main London to Edinburgh line. In addition the Lincolnshire Wolds and the delights of the East coast are both easily accessible.

The establishment of the University of Lincoln has led to many more cultural and entertainment opportunities over the last ten years. There are many live music venues, regular concerts and the Drill hall along with the Theatre Royal host a variety of plays, talks and events. Lincoln also plays hosts to several annual internationally attended events, including the Victorian Christmas market, the Steam Punk festival, Comedy festival, the Lincolnshire show and many more.

Lincoln has one of the fastest growing property markets in the country, which currently offers housing at prices below the national average. It is an ideal place to purchase property whether it is as a first time buyer or whether you are looking for something more substantial.



A list of a few local estate agents (This list is not exhaustive)



Pygott & Crone Estate Agent
01522 568822



Haart
01522 510088



William H Brown
01522 534771



Winkworth
01522 531321

The Academy Staff are always on hand to assist new members of staff with any accommodation/
housing requirements to ease your transition to your new role.