

#### **ASSISTANT HEADTEACHER**

SCALE L12 – L16

Dear Candidate,

Thank you for your interest in the post of Assistant Headteacher (Pastoral) at Oldfield School. The successful candidate will play a key role in our drive to maintain and raise standards while having the opportunity to develop their own career with the support of an experienced and successful senior leadership team.

This vacancy is the consequence of the promotion to the existing postholder to a Deputy Headteacher role in the school. The job description reflects the planned SLT responsibilities following an appointment to this postition

The key characteristics we require are the skills and experience to lead and manage change and to work as part of a larger team in driving school improvement. You should also show that you have the aptitude and potential to further progress your career in school leadership.

The enclosed application pack includes the following:

* the aims and values of the school;
* background information about the school;
* the Assistant Headteacher job description and person specification;
* proposed SLT roles and responsibilities and the management and leadership structures of the school.

The latest Ofsted Report (January 2020), the school prospectus and other information regarding the ethos, management and operation of the school can be found on the school website. The application documents can also be found on our website and applications by email are welcome.

Applications should be made by midnight on Sunday 17th January by completing the application form which can be found on our website outlining within it why you think you have the experience and skills to be successful in this role. The selection days are scheduled for 27th and 28th January 2021.

We welcome applications regardless of age, disability, gender, ethnicity or religion. Our school is also committed to the protection and safety of its students. The successful applicant will be required to undertake an enhanced DBS check.

Unfortunately, due to the high response rate that we receive for posts such as these, we are unable to offer feedback on individual applications which are not shortlisted for interview.

I look forward to receiving your application

Steven Mackay

Headteacher

Aims and Values

To Inspire

To Learn

To Succeed

Our ethos has always been the same: to provide an exceptional education.

We provide an environment that challenges all students and fosters ambition.

Our students have respect for themselves, each other and their school and are well prepared to face the world as compassionate, confident, resilient young people.

**Nature of the school and location**

Oldfield School is a successful, high attaining 11-18 mixed comprehensive with 1272 students located in the historic city of Bath. The school campus is on the outskirts of the north-west of the city and we benefit from a large, semi-rural setting with excellent transport links for students and staff. The school has an attractive, open and dispersed site. A notable feature is the location of teaching rooms and our sixth form in Penn House, this is an 18th century Georgian manor house.

Our school has an excellent reputation locally and in the wider community for academic achievement and the quality of its pastoral care and support. The school has an ability profile which is in line with the national average, with a comprehensive intake which reflects the diversity of the local community.

The school will be opening a Specialist Resource Base in September 2021 located in a purpose built building; which will also house our Learning Support Centre. The SRB will be be supporting students with high functioning ASD to access the curriculum in the main school and the sixth form. This development also provides opportunities to improve our pastoral support capacity by utilising the current SEND base for enhanced behaviour support provision.

The most recent Ofsted inspection was in January 2020, when the school was judged to be good in all areas. A feature of the inspection report was the inclusive nature of the school and the sense of community felt by staff and students. Inspectors commented that staff were overwhelmingly positive about the support that they receive from leaders and on how friendly and welcoming the school is for staff.

The school has a successful and popular sixth form of 213 students. We offer a wide range of A Level courses and opportunities for our sixth form students and all faculties offer A Level courses. A Level classes are relatively small, which provides a personalised learning experience for our students.

**Curriculum**

The curriculum for Key Stage 3 follows the National Curriculum. Students study either Spanish or French throughout Key Stage 3 with the more able studying both languages. A wide range of courses additional to the core subjects are offered at Key Stage 4. Students are encouraged to study humanities and languages and the great majority do so. There is setting in ability groups in Key Stage 3 and Key Stage 4 where appropriate. Almost all Key Stage 4 examination entries are GCSEs, Year 10 and 11 students typically study 9/10 GCSEs. Subjects are organized in six learning areas with the leaders of learning line-managed by SLT.

**Pastoral care**

Students remain in the same tutor group throughout their school career. The Heads of Year are responsible for the pastoral care of 200 or 224 students from Years 7 to 11. There are also non-teaching assistant heads of Year for each key stage who support the heads of year with their pastoral responsibilities. The pastoral leaders are supported and line managed by a member of SLT. We also have a House System to encourage a sense of community. The four houses are led by a Head of House and there are regular interhouse competitions and fund raising events.

**Staff development and well-being**

Oldfield is a school where staff development is an essential feature. The teaching and support staff at the school are an excellent team who work well together to provide opportunities for students to achieve or exceed their potential. The needs of our students are paramount and this is recognised by all staff, who have a common view that only the best is good enough. We have a commitment to sharing good practice in developing leaders, teachers and support staff. The School is commitment to maintaining a high level of care for teaching and support staff with a range of measures in place to support staff well-being.

**Resources and Accommodation**

The provision of high quality resources is a priority for the school. There are specialist teaching rooms for all subjects and most teachers have their own teaching room. ICT facilities are excellent with specialist ICT teaching rooms as well as comprehensive ICT facilities in many general teaching rooms. The school is very well maintained, ensuring that learning spaces of the highest possible standard is a priority.

Oldfield School is a fantastic place in which to work. Students are keen and helpful and staff are enthusiastic and dedicated to bringing about the highest quality learning outcomes for our students

**Job Description and Person Specification**

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| **Position:** | Assistant Headteacher: Pastoral |
| **Responsible To:** | Headteacher |
| **Grade:** | L12 to L16 |
| **Disclosure Level:** | Enhanced DBS |

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| **Job Description**  **Core purpose of the post:**   * Undertaking responsibilities as a member of the senior leadership team (SLT) of the school. * Responsibility for the development and implementation of strategies to narrow the gap in achievement and attainment of Pupil Premium students. * The development and implementation of strategies to improve the achievement and attainment of more able (MABLE) students. * The development of community cohesion through student leadership, student voice, the House System and participation in extra-curricular activities. * To play a central role in the SLT.   **Responsibilities as a member of the Senior Leadership Team**  To promote the vision and aims of Oldfield School.  To provide leadership and management to secure:   * improvement in achievement and attainment for all students; * raising of aspirations and standards of learning and teaching; * high quality provision of all services; * effective strategic direction, leadership and management at all levels; * effective deployment of resources; * a safe and healthy environment for members of the school community; * outstanding levels of compliant behaviour and behaviour for learning.   To directly assist the headteacher with:   * determining, planning and implementing the direction of whole school issues; * meeting student and staff needs on a day-to-day basis; * the supervision and control of student behaviour (compliance and behaviour for learning) around school at all times; * being a presence around school; a role model to all.   Generic expectations of all members of the senior leadership team:   * act with professional integrity at all times; * dress in formal and smart business attire; * notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work; * identify and improve those areas relevant to your role which are identified in the SEF and SIP; * maintain school policies and procedures relevant to your area and update whenever required; * be present where required at meetings, performances and other functions / events; * where requested to do so, attend stakeholder and governing body meetings to inform members of issues related to your role; * undertake a proactive part in:   + those activities that are part of the self-evaluation of the school;   + being a presence around school;   + appraisal, performance and line management systems;   + student voice. * set an example in undertaking a regular commitment to duties and the assembly rota; * work as part of a team, submitting draft proposals and documents for further development by the senior leadership team, and accepting and supporting final senior leadership team decisions; * with regard to leadership team meetings;   + all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the headteacher;   + all members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the headteacher. A consistent message should be given to staff and students at all times;   + when requested to do so by the headteacher prepare and present reports on progress / issues related to areas of accountability and responsibility;   + traverse the conflicting expectations of transparency and confidentiality. * at all times work as one team with the staff; * annually complete two day’s SLT planning in holiday time (dates set by headteacher); * undertake specific tasks reasonably delegated by the headteacher from time to time. |

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| **Duties and responsibilities attached to this post are as follows:**  **Leadership & management**   1. Support the headteacher in providing a clear direction for the development of the school; 2. Make significant contributions to meetings of the senior leadership team, and extended leadership team. 3. To line manage the Heads of Year 8 and 9 and be the SLT point of contact for achievement, behaviour and pastoral issues in these year groups. 4. Line manage a non-teaching Assistant Head of Year in their role in supporting HOY. 5. Contribute to the day to day organisation of the school and ensure it functions efficiently and effectively; 6. Be a highly visible presence around the school and model expectations of staff and students.   **Pupil Premium**   1. To oversee the maintenance of the register of students in receipt of pupil premium. 2. To develop the delivery of the Pupil Premium ‘offer’ which seeks to close the attainment gap for students eligible for Pupil Premium Grant (PPG) whilst raising attainment for all students. 3. To generate a tailored offer to meet individual needs informed by student, staff and parental input. 4. To uphold and continually demonstrate the vision and ethos that through personalised intervention and enrichment provision, every student will be given every opportunity to fulfil his/her potential. 5. To meet regularly with the Finance and Facilities Manager to discuss the PPG budget provision, monitor spending and make decisions regarding expenditure to support the attainment and progress of PPG students. 6. To work with key staff within the English and mathematics learning areas to map the provision and impact of 1:1 tuition for PPG students. 7. To monitor and evaluate with relevant staff the outcomes of tailored subject programmes as outlined in the PPG Raising Achievement Plans for individual PPG students. 8. To generate, monitor and evaluate the progress of PP students on a termly basis, reviewing the impact of support received through effective personalised provision. 9. To maintain an up‐to‐date PP report that is published on the school’s website.   **More Able and Gifted and Talented**   1. Ensure that more able and gifted and talented students are challenged in lessons and that they achieve their potential. 2. Ensure that there is a consistent approach across the school with regards to meeting the needs of the more able and gifted and talented. 3. To provide trips, visits and experiences beyond the classroom for more able and gifted and talented students. 4. Monitor and evaluate the effectiveness of more able and gifted and talented provision in the school.   **Student Voice and Leadership**   1. Lead on student voice surveys and the student council. 2. Lead and manage the school’s prefect team.   **Rewards and sanctions**   1. Have oversight and implementation of the School’s rewards systems. 2. Evaluate the effectiveness of the rewards systems. 3. Ensure that achievement is celebrated; including the organisation of the Celebration Evening.   **House System**   1. Lead in the development of the house system in the school, to include regular house competitions and activities. 2. Hold regular meetings with Heads of House; have oversight, lead and monitor the work of HOH. 3. Monitor and evaluate the effectiveness of the house system in the school.   **Extra-curricular**   1. Lead in the development and enhancement of extra-curricular provision in the school. 2. Map and coordinate the extra-curricular activities run throughout the school, encouraging participation from students and staff.   **Effective Deployment of Staff and Resources**   1. To participate in the recruitment and deployment of teaching and support staff. 2. To complete safer recruitment in education training. 3. To participate in arrangements made in accordance with the regulations for the annual appraisal of staff.   **Safeguarding**   1. To deputise for the DSL (AHT Inclusion) in their absence.   **Teaching commitment**   1. To teach up to 18 hours per fortnight (24%).   **General**   1. To actively support the vision, ethos and policies of the school. 2. To promote and safeguard the welfare of children you come into contact with. 3. This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out.   **Special Notes and Conditions**  The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff. |
| *This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The post holder will be expected to participate in this process and Oldfield School would aim to reach agreement to the changes.*  *Oldfield School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.* |
| **Person Specification**  *The following person specification outlines the key skills and experience required for this position.*  *The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.*  *The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.*  **Essential / Desirable (D)**  **Qualifications**   * Good honours degree. * Qualified Teacher Status. * Evidence of wider, recent and relevant professional development related to whole school leadership issues. * Evidence of continuing professional development including working towards or attainment of Leadership Pathways, NPQH or NPQSL (D).   **Experience:**   * Successful leadership and management of the delivery of leading edge, high quality education. * Experience of successful leadership and change management. * Leading significant and sustainable improvement (e.g. across a whole school area). * Outstanding teaching practice. * Securing high achievement of students. * Proven leadership, management and teaching skills. * High level of engagement in own professional development. * Relevant experience of middle or senior leadership in secondary education. * Working in a range of educational settings (D).   **Strategic development**   * Strategic planning processes. * Strategies for communication both within and beyond the school. * Strategies for raising achievement and achieving excellence. * Strategies for ensuring inclusion, diversity and access. * Strategies for developing effective teachers and support staff. * The principles and practice of monitoring, evaluation and review. * The work of other agencies and opportunities for collaboration. * Current initiatives in education.   **Skills and attributes**   * Think strategically, build and communicate a coherent vision. * Inspire, challenge, motivate and empower others to carry the vision forward. * Model the values and vision of the school. * Access, analyse and interpret data. * Acknowledge excellence and challenge poor performance across the school. * Develop, empower and sustain individuals and teams. * Lead, coordinate, delegate and empower. * Collaborate and network with others within and beyond the school. * Establish and sustain appropriate structures and systems. * Manage the school efficiently and effectively on a day-to-day basis. * Delegate management tasks and monitor their implementation. * Prioritise, plan and organise themselves and others. * Think creatively to anticipate and solve problems. * Identify and promote school improvement in creative and innovative ways. * Excellent interpersonal skills. * Maintain a positive and supportive culture within Oldfield School.   **Committed to:**   * A collaborative school vision of excellence and equity that sets high standards for every student. * The setting and achieving of ambitious, challenging goals and targets. * Inclusion and the ability and right of all to be the best they can be. * The raising standards for all in the pursuit of excellence. * The continuing learning of all members of the school community. * Evidence of a commitment to your own professional development. * The developing and sustaining of a safe, secure and healthy school environment. * Collaborating with others in order to strengthen the school’s organisational capacity and contribute to the development of capacity in other schools. * Individual, team and whole-school accountability for student achievement. * Effective team work within the school and with external partners. * Involvement of parents and the community in supporting the learning of children and in defining and realising the school’s vision * Being a high profile presence in and around the school. * Supporting the full life of the school.   **Personal Qualities**   * High levels of motivation and energy; ambitious and upbeat. * Calm under pressure with a good sense of humour. * Flexible and collaborative with a positive attitude. * Ability to work under pressure whilst maintaining an appropriate work/life balance. * Be passionate about high standards, achievement and excellence for all. * Enthusiasm for the well-being of students and their success and happiness. |

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|  | **Headteacher** | **Deputy Headteacher**  **Achievement** | **Deputy Headteacher**  **Pastoral** | **Assistant Headteacher**  **Pastoral** | **Assistant Headteacher**  **Teaching and Learning** | **Assistant Headteacher**  **Inclusion** | **Assistant Headteacher**  **Sixth Form** |
| **Responsible**  **for:** | * Overall strategy and vision for improvement / SIP * Monitoring effectiveness of provision / SEF * Whole school external accountability * SLT roles and responsibilities * Personnel & HR * Staff wellbeing * Finance * Governance * Policies * Curriculum design and staffing * Local and wider community representation * Union relations * Exclusions * Prospectus * PR and Marketing * OSA | * Raising Achievement Lead * Curriculum * Reporting * Data * Student targets * Year 9 options * Trips & visits * Activities week * IT network & curriculum | * Pastoral Quality Assurance * Behaviour for Learning * Sanctions * Attendance * BASE / AP * Managed Moves * Duties | * Pupil Premium * More able * Rewards * Student voice * Prefects * House System * Extra-curricular | * T & L Quality Assurance * CPD * Staff Induction * NQTs & ITT * Timetable * Cover * Calendar | * Safeguarding * SEND * Well-being * Anti-bullying * PSHE * Year 7 transition / primary liaison | Sixth Form  Careers, WEX & WRL  UCAS  Exams |
| **Line**  **Management** | SLT  FFHR Manager  Head’s PA  Marketing and Events | Leaders of Learning  Data Manager  IT Manager  Digital Learning Coordinator | Heads of Year 7-11  Assistant Head of Year  Behaviour Support Officer  Education Welfare Officers | Heads of House  Assistant Head of Year | Training Manager (ITT/ NQT).  Cover Supervisors | SENCO  Pastoral Support Officers  Medical Officer | Head of Year 12  Sixth Form PA  Careers Advisor |
| **Policies** | See policy schedule | See policy schedule | See policy schedule | See policy schedule | See policy schedule | See policy schedule | See policy schedule |
| **Curriculum link** |  | English/maths/science/MFL |  |  | Humanities/ creatives/ PE |  |  |
| **Pastoral link** |  |  | Years 7, 10 & 11 | Years 8 & 9 |  |  | Years 12 & 13 |
| **Events** | Year 7 BBQ | Information evenings  Options evening  Activities Week | Year 11 events | Celebration Evenings  Oldfest | Open Evening / Days  Sports Day | Year 6 -7 transition events | Sixth Form Open Ev  Careers Fair  Primary school links |
| **Governance** | FGB CC PSW F&A | FGB CC | FGB PSW | PSW | CC | PSW | CC |
| **Budget/s** | Whole School | Trips and Visits | AP / Rewards/ Attendance | Pupil Premium / MABLE | CPD | Inclusion | Post 16 Bursary |