



Senior Head of Year - Character Culture & Resilience Behaviour

The Stockwood Park Academy have an excellent opportunity for a Senior Head of Year to join their pastoral team. We are seeking a confident, impactful and assured leader to monitor and evaluate the standards of achievement, attendance, behaviour and welfare across all year groups within Key Stages 3 and 4. To achieve this end, you will engage with students, parents and the staff body, to implement best practices to record and identify areas of development. The successful candidate will lead a team of five Year Leaders to ensure continuity and progression across the year groups. Also managing a number of pastoral and associate staff. This is a non-teaching post and will suit a dynamic individual who will lead from the front in all areas of the pastoral curriculum.

At The Stockwood Park Academy, we are extremely proud of the excellent education experience offered. You will certainly benefit from forward-thinking and supportive leadership and encouraging and enthusiastic staff body who work tirelessly to see you succeed. It's incredibly important to us here at The Stockwood Park Academy that all our staff are valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional, high-quality professional development programmes catered to your needs.

Key Duties

- Monitor and line-manage year leaders to ensure continuity, progression and transition across all key stages
- Monitor attendance across Key Stages 3 & 4 and ensure pastoral teams undertake timely actions.
- Monitor Persistent Absence across year groups and undertake timely interventions
- Lead on all aspects of the admissions interviews protocol arranging/meeting/monitoring the mid-year transition process
- Oversee key aspects of behavior management, inclusion and the reporting process to ensure the Academy's behavioural standards are consistently good or better
- Oversee the Academy detentions process as required by the Vice Principal

The successful candidate will have

- Strong work ethic – reliable – good attendance record.
- Have experience of working in educational pastoral setting, ideally within a large, diverse secondary school
- Either QTS OR a proven track record of non-teaching educational leadership
- Have a good honours degree – Desirable or be education to A-level standard
- Have experience of managing other employees' performance
- Be able to work on one's own initiative and balance competing priorities
- Confident, excellent leadership presence and skilled negotiator
- Good written and verbal communication
- Excellent knowledge of behaviour management systems and structures – the ability to diffuse situations and an expert in restorative justice.
- Good use of IT and school/academy information systems including SIMs
- Experienced as a Head of Year or Pastoral Leader – teaching OR non-teaching
- Ability to line-lead a team professionally/able to meet with parents and carers and communicate difficult messages clearly
- Excellent understanding of accountability
- Knowledge of attendance and admissions systems an advantage
- Commitment to the highest standards of Child Protection

Job Specifics

Start date January or April 2022

Salary NJC L7-M2 26-32 £30,451-£35,745 FTE dependent on actual experience actual pro-rata £26,234-£30,794

Salary **Leadership Scale for a qualified teacher L1-4 £42,195 - £45,434**

Job Role Permanent, Full-time Term-time and includes 5 INSET days



Recruitment Timeline

Friday 22 nd October	Position is advertised
Friday 5th November	Closing date for applications
w/c Monday 8 th November	Shortlisting and contact with candidates - references will be requested
w/c 8 th November	Interviews

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Why work for Stockwood Park Academy?

- £30 million state of the art building with well-equipped classrooms
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on <https://www.thesharedlearningtrust.org.uk/current-vacancies5/845.html>

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please contact HR Recruitment, Jay Powell on 01582 211226 or j.powell@thesharedlearningtrust.org.uk

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

Safeguarding

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department for Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.



Welcome to The Shared Learning Trust

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,700 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.



Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

Cathy Barr, CEO

We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to clearly articulate our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who

- are excited by their role and by the prospect of working with young people, even those who are less motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy



About The Shared Learning Trust

- The Vale Academy, Dunstable 2-11
- The Rushmere Park Academy, Leighton Buzzard 4-9
- The Linden Academy, Luton 4-11
- The Chalk Hills Academy, Luton 11-18
- **The Stockwood Park Academy, Luton 11-18**

We also offer a fantastic **Sixth Form** provision for students aged between 16-19, and this is based at both The Stockwood and The Chalk Hills Academy. Including in our Sixth Form provision is our Football Academy Pathway and **brand-new Cricket Academy Pathway**.

Our Academies are supported in their work by our **Teaching Trust, based at The Chalk Hills Academy**. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

Vision & Values 'Strive, Achieve, Believe'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

Strive we will,

- provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.
- continue to work together to **share** innovative practice and to provide a wealth of opportunities for all pupils and staff
- have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets.
- focus on the development of all of our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

Achieve we will,

- aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative.
- share strong Trust approaches to our key issues, for example, teaching, assessment, attendance and curriculum development.
- offer an interesting yet challenging curriculum in each of our academies.
- by our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all.
- continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence.
- place emphasis on collaboration with partners *outside of our Trust* to maximise opportunities for all **in** our Trust.



Believe, we will,

- enable all of our learners to develop and flourish, through close working and regular communication with our families and local community,
- care for our families beyond the school day, supporting the development of high self-esteem and belief.
- ensure that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- promote can-do attitudes and resilience across the Trust that develop belief and high expectation.

CPD and Training – We invest in you!

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is based at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.



Welcome to The Stockwood Park Academy



Louise Lee, Executive Principal



Mumin Humayun, Head of School

Dear Applicant,

It is a privilege and an honour to serve The Chalk Hills and The Stockwood Park Academy as Executive Principal.

Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

***'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.'* - Albert Einstein**

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee & Mumin Humayun



About The Stockwood Park Academy

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





Teacher Testimonials

I've been fortunate to develop throughout my career at the Stockwood Park Academy. Since joining as an NQT History teacher, I have led teams as Head of History, Head of Humanities and been a member of our internal Teaching & Learning Team. Most recently, I have had the honour of being responsible for the development of teaching across the academy as Assistant Principal. We strive for every lesson to make a difference and recognise the importance of keeping abreast with the latest educational research and evidence to inform our teaching. We have worked hard to develop a common language across the school when discussing teaching and learning and believe that the teacher is the expert in the classroom so we put our faith in our colleagues to deliver in ways that will benefit our students the most. We support colleagues with a range of high quality internal and external professional development opportunities whilst seeking the best ways to further improve what we do best; teaching students so they can master the subject knowledge and skills that we care so passionately about.

- Joel Toomer, Assistant Principal

My experience as an NQT at Stockwood Park academy has been incredible. The standout reason has been the excellent support and training supplied as part of my NQT induction by the Teaching and Learning team who have drawn on an immense wealth of collective experience and cutting edge research to create CPD sessions that have and will aided my development as a teacher and will do for many years to come. Supporting this has been the unfaltering support from my NQT mentor who knows the school so well is on hand at all times to offer support and advice. My favourite aspect of being a teacher at Stockwood Park has been the friendly, positive atmosphere that is created by staff and students alike, and there is never a dull day. The incredible expertise of both teaching and non-teaching staff is complemented by the rich, exciting curriculums designed by passionate educators, who are simply seeking to give the best possible education to the charming and respectful students who make every day a pleasurable experience. There are a wide variety of backgrounds and experiences to listen to and learn from, and sometimes I find the students teach me.

- Toby Charter, NQT



Job Description

Senior Head of Year: Character, Culture & Resilience (Behaviour)

Title: Senior Head of Year

Salary: L1-L4 (qualified teacher) £42,195 - £45,434

M1 – M3 – (non-qualified teacher) £35,499 pro-rata

Line-management: KS3 & 4 – Heads of Year

Vision and Purpose

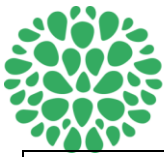
- Lead by example in all areas of the pastoral curriculum
- Monitor and evaluate the standards of achievement, attendance, behaviour and welfare across all year groups KS3-4 and report to the Vice Principal Character, Culture & Resilience (Behaviour), Principal, LGB, staff and parents/carers as appropriate
- Attendance at ARD, open and celebration evenings KS3 and 4. Ensure all quality assurance protocols are followed and lead/oversee parental concerns and enquiries as appropriate.
- Monitor and line-manage year leaders to ensure continuity, progression and transition across all key stages
- Lead attendance Blitz operational and strategic attendance protocols across Key Stages 3 & 4. Monitor attendance across Key Stages 3 & 4 and ensure pastoral teams undertake timely actions.
- Monitor Persistent Absence across year groups and undertake timely interventions with HOY and Attendance colleagues. Liaise with senior line-managers and meet regularly in relation to Persistent Absence students, liaising with family members as appropriate.
- Support the reduction of PA students across KS3 & 4 through strong initiatives and timely actions.
- Lead on all aspects of the admissions interviews protocol arranging/meeting/monitoring the mid-year transition process including record-keeping in line with the admissions protocol flow-chart
- Oversee and quality assure all aspects of the pastoral organisation and management including preparing agendas, chairing meetings, keeping minutes and quality assuring actions of the pastoral team to ensure that school policies and practices are delivered
- Oversee morning student arrival protocols and quality assure afternoon leaving procedures to ensure adequate coverage in-line with safeguarding and behaviour protocols
- Liaise and co-operate with SEND, EAL and inclusion staff and outside agencies in relation to the academic, pastoral, social, vocational needs of the students across KS3 and 4 are met
- Co-ordinate the engagement of students within the decision-making processes of the school, through organised JLT and council meetings.
- Ensuring that academy procedures for record keeping are followed and maintained to a standard which supports ease of identifying and brokering all necessary and appropriate actions/interventions.
- Ensure all meetings with parents/carers are recorded in a timely manner.
- Oversee as and when necessary the protocols for assemblies and ensure KS3-4 assemblies fulfil all requirements relating to achievement and PSHCE. Oversee rewards assemblies and quality assurance as necessary.



PERSON SPECIFICATION – Senior Head of Year

The successful candidate will be experienced professional who is energetic, innovative and influential, reliable and committed to working as part of a team. More specifically candidates should be able to demonstrate the following minimum requirements:

Essential	Desirable
<p><i>Qualifications and Experience:</i></p> <ul style="list-style-type: none"> • Experience of leadership /management of employees performing similar work. • Demonstrable successful experience of planning for implementation and overall impact. • Some experience of raising standards and improvement 	<ul style="list-style-type: none"> • A good honours degree or equivalent • Some experience of working effectively with a range of professionals to promote children's/young people's learning or welfare
<p><i>Skills/Abilities</i></p> <ul style="list-style-type: none"> • Ability to work on one's own initiative, balance competing priorities and organise a work schedule. • Outstanding inter-personal and communication skills – able to negotiate and influence others at all levels. • Decisive and able to make judgements within an agreed framework. • Ability to work with minimal supervision and direction. • Ability to work as part of a multi-disciplinary team and, develop collaborative links with other Academies • Ability to manage, inspire and motivate others and work collaboratively with staff to support them sensitively and effectively. 	<ul style="list-style-type: none"> • Ability to analyse trends in pastoral performance in order to set challenging but achievable whole targets. • The ability to set up appropriate intervention strategies.
<p><i>Equality Issues</i></p> <ul style="list-style-type: none"> • A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of students from minority ethnic communities 	
<p><i>Specialist Knowledge</i></p> <ul style="list-style-type: none"> • Demonstrable knowledge of the principles involved in giving advice and guidance to children/young people including the place of confidentiality. 	<p>Some knowledge of the range of additional support / agencies which can be of assistance to vulnerable pupils/students and families.</p>



<ul style="list-style-type: none">• Knowledge of the responsibilities of agencies towards vulnerable children such as the child protection procedure	
Other	<ul style="list-style-type: none">• An interest in enrichment activities

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.