



ALL SAINTS

ACADEMY PLYMOUTH



Deputy Headteacher – Director of Pastoral

Information Pack and Job Description

All Saints Academy, Plymouth

Welcome to All Saints Academy, Plymouth!

This is an exciting time to be part of All Saints Academy, Plymouth and Team ASAP! The academy is undergoing rapid change and improvement and is a brilliant place to work. The academy is housed in state of the art buildings. Our outstanding facilities are some of the best in Plymouth from purpose built classrooms, all fitted with interactive whiteboards to professional catering kitchens for students to use and a Motor Vehicle workshop. We are the only Church of England secondary academy in West Devon and are committed to educating students of the Christian faith, those who belong to other faiths and those who subscribe to no faith. We have the highest expectations of our students here and ensure they go on to achieve their best. All staff and students are committed to the All Saints' mission that all children **succeed beyond potential**. We have high expectations of students here, with a commitment to delivering outstanding teaching and learning that inspires our students and leads to excellent outcomes.

Our mission is underpinned by four values or as we call them here, 'golden threads'. They are:

Foundations – Providing strong foundations in learning, behaviour and success for all.

Faith – Putting Christian faith at the heart of every action and ensuring a safe environment and caring ethos for all.

Family – Understanding the importance of family, the value of community and support for all.

Futures – Preparing for bright futures shaped from excellent progress, achievement and choice for all.

Our four golden threads ensures that all of our students are developed during their time here at the academy, academically, socially, morally and spiritually.

We collaborate closely with the Ted Wragg Multi Academy Trust which allows partnership working for the benefit of all of our students with other schools in Devon. We are an innovative school that really values professional development with staff. To that extent we invest in staff to have time to be part of the 'incremental coaching' programme that stems from America, based on the 'Leverage Leadership' book and 'Teach Like a Champion' techniques. This is what is enabling us to become one of the best schools in Devon and the South West.

I am very proud to be Headteacher of All Saints Academy, Plymouth which is a very special place to work. I am looking for an exceptional person for this post and as you read through this information pack, if you wish to find out more, please get in touch. Thank you for taking the time to consider this post and if it is right for you. I look forward to receiving your application.



A handwritten signature in blue ink, appearing to read 'Lee Sargeant'.

Lee Sargeant
Headteacher

Post:

Deputy Headteacher – Director of Pastoral

Salary:

L18-21

Relocation expenses are available for the right candidate

Responsible To:

Headteacher

Working Pattern:

Full Time, Permanent

Disclosure Level:

Full DBS

Closing Date:

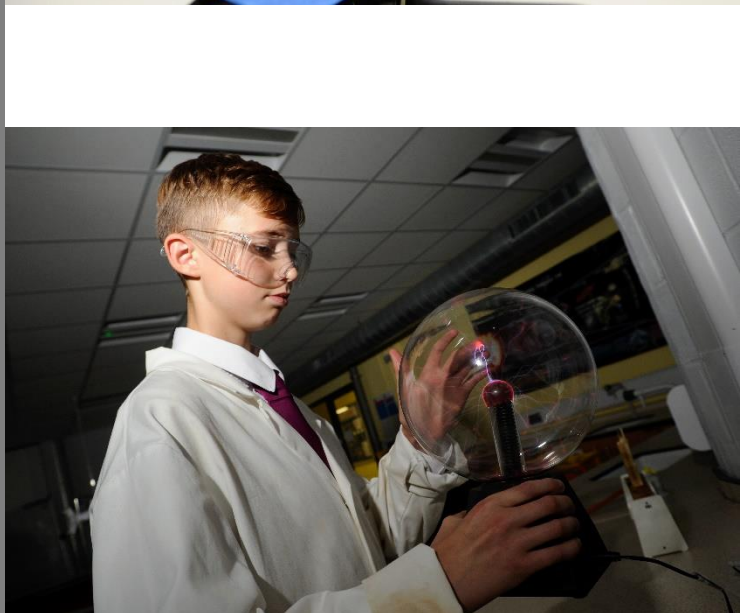
Monday 11 February, 10am

Interview Date(s):

Monday 25 February and Tuesday 26 February

Start Date:

Easter or September 2019



The Senior Leadership Team

All members of the leadership team assist the Headteacher in ensuring the highest possible educational standards in the academy and in creating a culture based on the Christian ethos. We aim to be an academy where professional expectations are high and where pupils and staff feel valued, are inspired, challenged, motivated and empowered to attain ambitious outcomes, succeed beyond their potential and are kept safe.

All members of the leadership team play a key role in the strategic development of the academy, supporting the Headteacher in creating a long-term vision, leading on delegated areas of responsibility. They also assist in implementing policies and standard operating procedures on a day to day basis.

Together, the leadership team promotes the academy as a highly effective learning community. All members of the leadership team are expected to act as role models for exemplary classroom practice and discharge their teaching duties effectively.

The leadership team will explicitly model the behaviours expected of all those young people and adults associated with All Saints, and ensure high visibility around the academy, both throughout the day and also at all events.

The leadership team from September 2019 will consist of the Headteacher, two Deputy Heads (Standards and Pastoral) and four Assistant Heads (Progress, Operations, English, Maths). There is also an extended leadership team, which includes Secondments, Lead Practitioners (English and Maths) and Associate Assistant Heads (SENCO and Staff Development).

Ofsted

The Academy was placed into Special Measures in February 2017. Since September 2018, the Academy has benefited from new leadership, joining the Ted Wragg Multi-Academy Trust and an injection of new staff and middle leaders. Systems and structures have been overhauled and now the Academy is well in to it's journey of rapid improvement. The aim is for the Academy to be judged good in the next academic year.

Ofsted visited for their latest monitoring visit in December 2018 and commented that leaders and managers were taking effective action towards the removal of special measures. Furthermore, inspectors commented that leaders were 'increasingly confident and assured' and that they have transformed the Academy in a short space of time. The quality of teaching along with pupils' attitudes and engagement have improved. Inspectors also commented that there have been 'important improvements to the leadership of behaviour' which has improved pupils' behaviour significantly, since the last visit.

There is good capacity to improve and the Academy is on track to be removed from Special Measures in the New Year.

More Information About the Academy

The Curriculum

The curriculum model in the academy follows a two year Key Stage 3, which includes access to all core and foundation subjects. We also run Accelerated Reader to help students improve their literacy levels. We operate two strands of the curriculum in Key Stage 3, whereby some students study French and others receive extra English and Maths, to improve their numeracy and literacy levels.

Key Stage 4 begins in year 9, and students opt in year 8 for their options. We offer the English Baccalaureate for some students and all others choose from History or Geography and then two other options. Religious Studies is taken by all students as a GCSE. We have a wide range of facilities on offer so provide traditional subjects and also ones such as Motor Vehicle Technology.

We are a partner with Sparx, the numeracy programme, which all students take part in. We also have Knowledge Organisers in all subjects to enable students to study at home.

Results

Results at the academy are continually improving with progress 8 scores, which have historically been below floor target, rapidly getting closer to 0. It is our aim that students at All Saints will outperform their peers in Plymouth and beyond.

Teaching and Learning

The Teaching and Learning at All Saints is an innovative mix of 'incremental coaching' a technique taken from America and Reach Academy, Feltham. All staff have access to their coach on a weekly basis and this helps staff be the best they can be. This is separate from Appraisal so it can be used to its full potential. We also base a lot of our CPD on Teach Like a Champion which enables a consistency of approach across the school.



More Information About the Academy



Behaviour Model

Here at All Saints, we use the Ready to Learn system to ensure there is good behaviour, coupled with the rewards. There are clear guidelines for staff and students on the RTL system, which are used and displayed in every classroom. We use ClassCharts to record incidents of behaviour, both positive and negative. We also use the 'red card' system which ensures there is good behaviour outside of the classroom. When a student is caught doing one of the following, they are immediately issued with a 20 minute afterschool detention, without warning:

- Refusal to follow instructions or co-operate with staff instructions
- Running indoors
- Eating/drinking in corridors
- Shouting
- Dropping litter
- Physical contact with other students/messing around
- Swearing/abusive language
- Out of class without a pass
- Headphones/phones out during lesson changeovers

Other reasons for a 'red card' detention will continue as before, which are:

- Late to class/school
- Missing equipment
- Not completing homework on time

Ready to Learn Centre

The RTL Centre is a place where students go if they cannot conform to the Academy's high expectations for behaviour. This is managed by staff who ensure that students are 'ready to learn' again before coming back into general circulation. The time students spend in here varies depending on their need. We also operate a comprehensive support system known as the **pastoral support programme** (PSP) which looks at individual student need and allows the staff here to respond and support students accordingly.

The Deputy Headteacher role for Inclusion oversees the RTL system and PSPs.

Pastoral Structure

The pastoral structure consists of 5 Heads of Year. We are currently preparing to consult on whether to move to vertical tutoring from June 2019, which will consist of 4 Heads of House (teaching staff members) supported by a Student Support Officer (non-teaching) for each year group. These teams have tutors who monitor the day-to-day welfare of the students. We also have an Attendance Officer, who works hard to ensure that there is good student attendance and punctuality.



Job Purpose

Deputy Headteacher – Director of Pastoral

The purpose of the job is:

- To develop outstanding pastoral care.
- To ensure there is excellent behaviour, a culture of effective safeguarding, high attendance and positive attitudes to learning.
- To ensure there is a purposeful, calm and respectful climate for learning across the academy.
- Develop excellent academy-parent relationships.
- Oversee students educated off site/external provision/part-time timetables.
- To deputise for the Headteacher.
- To be the Designated Safeguarding Lead.

Job Description

General Leadership Standards

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the Academy's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the Academy's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Job Description

System and processes

1. Ensure that the Academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set academy strategy and hold the headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the Academy's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

1. Create an outward-facing academy which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to academy improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

General:

1. Being in charge of the Academy in the Headteacher's absence (on a rota basis).
2. Servicing a Governors' subcommittee.
3. Completing a professional duty before, at breaktime, at lunchtime and after the Academy day.
4. To take on any other directive from the Headteacher, as required.

Job Description

Specific Responsibilities to the Post

1. Admissions

- Ensuring admissions policy and practice are in line with the DfE Admissions code.
- Ensuring admissions systems are smooth running and support learning as well as student well-being, including trials and managed moves.
- Annually reviewing the Admissions Policy and liaising as appropriate with the local authority on such issues that relate to the policy.
- Attending, or delegating attendance to, appeal hearings.
- Organising in year admission procedures, including students allocated from in year admissions.

2. Attendance

- Ensuring outstanding attendance and punctuality.
- Provide regular analysis on attendance to review patterns and any reasons for poor attendance as well as interventions and their success.
- Establish and maintain a weekly focus discussion on attendance by Tutors across the Academy and monitor its effectiveness.
- Establish, maintain and review positive rewards system for attendance, celebrating success and forming a culture of attendance with pupils, parents and staff.
- Having oversight of attendance policy and procedures.

3. Behaviour

- Securing outstanding Behaviour for Learning.
- Having strategic oversight of policies and procedures relating to ensuring outstanding Behaviour for Learning and the Ready to Learn (RTL) system.
- Ensure a consistent coherent support package runs alongside RTL and is rigorously monitored for effectiveness.
- Oversight of Alternative Provision and specific intervention for targeted students.

4. Welfare/Safety

- Having strategic oversight for student safety/welfare/promoting the wellbeing of young people across the Academy, including being the Designated Safeguarding Lead.

5. Personal Development

- Oversight of British Values, SMSC, Emotional Wellbeing and Student Leadership.
- Monitoring of delivery of personal and social development.

6. Line Management Responsibilities*

- Associate Assistant Headteacher – Director of Inclusion (SENDCo), Safeguarding Manager, Intervention Support Worker, Ready to Learn Staff and Attendance Officer.

*This is subject to change on an annual basis.

Person Specification

Training & Qualifications	Essential	Desirable	D – Documentary A – Application I – Interview R – References
Qualified Teacher Status	X		DA
University Degree or equivalent	X		DA
Successful experience as a middle leader or senior leader	X		A
Leadership qualifications (e.g. NPQML, NPQSL, NPQH)		X	A
Experience of teaching and school leadership (pertinent to role applied for)	X		A
A proven track record of strategic, inclusive and creative management in a secondary school	X		ARI
Experience of school self evaluation and performance management processes and their impact on raising standards	X		AI
An excellent track record in improving educational outcomes for students which you can evidence	X		AIR
A proven track record of dealing effectively with student issues such as behaviour, academic progress and effective guidance	X		AIR
Experience of managing/leading a significant 'new initiative' and change management	X		AI
Experience of successfully managing change within a school organisation	X		AIR
Professional knowledge & understanding – applicants should be able to demonstrate a good knowledge and understanding of the following:			
Monitoring and evaluation of teaching & learning		X	AIR
Experience of ICT systems used to support the pastoral (e.g. SIMS and CPOMS)		X	AI
Effective teaching and learning strategies	X		AIR
Experience of supporting and developing staff	X		AI
Strategies for involving students and parents in achieving the best outcomes	X		AIR
A strong understanding of statutory educational frameworks, including 14-19 reforms, Ofsted, Safeguarding and special needs		X	AI
Level 3 safeguarding training and training related to being a Designated Safeguarding Lead		X	AI
Understanding and commitment to the school's responsibility for safeguarding and promoting the welfare of children (knowledge of Keeping Children Safe in Education 2018)	X		I
Excellent communication and interpersonal skills	X		IR
Adaptability to change and new ideas	X		IR
Resilience and stamina when faced with complex situations		X	AIR
Ability to prioritise, plan, organise well and work with others to achieve objectives	X		IR
Ability to relate to young people, colleagues and external partners	X		IR
Innovative and creative in approach to raising achievement	X		I
Ability to work independently and cope with a challenging workload	X		AIR

Applying for the Post

Please read this Job Information Pack before completing the application form. If you are handwriting your application, please use BLACK ink and complete in full. If emailing, you will be required to sign the application form if called to interview. CVs will not be accepted. Please return completed applications forms, with a cover letter outlining why you are suitable for the post, your skills and how you meet the job description. Please address this to the Headteacher using no more than 2 sides of A4, Aerial/Times New Roman font size 12 and send to Katie Plant (Headteacher's PA) by email kplant@asap.org.uk or by mail to All Saints Academy, Honicknowle Lane, Pennycross, Plymouth, PL5 3NE.

