



CAUSEWAY SCHOOL

ASSISTANT HEADTEACHER

Salary Range L11 – L15

Permanent, Full Time

Required for September 2021

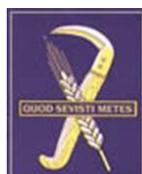
Application Pack

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National Collaborative
Outreach Programme



Dear Applicant,

I am delighted that you are interested in leading our exceptional team at Causeway School into the next phase of its journey. I hope you will take a look at our Causeway website and Prospectus as well as taking the time to consider the information enclosed with this letter. Causeway School is a proudly comprehensive and fully inclusive school of approximately 540 students, it is 21 years old and located in Eastbourne, Sussex.

There is a consistent approach to lesson planning, teaching and marking at the school and an explicit focus on differentiation and quality of work in books. At the heart of our vision for the school is a relentless drive to ensure that all pupils make good progress in every subject. Our curriculum is broad and balanced, offering courses to suit pupils of all abilities.

We are committed to securing excellence in learning and progress for all students through exciting and stimulating teaching, and a rich curriculum which encourages a love of learning. We want all students to have high expectations of themselves and to develop as enthusiastic, creative and positive young people who display good personal, social, emotional and spiritual development. At Causeway School, we know all of our pupils and take the time to support and guide them towards targets and goals that are realistic and personalised.

We promote self confidence and belief, supporting students to face the challenges future life brings, alongside an awareness and understanding of the values of our society and other cultures. We seek to celebrate our pupils' talents and skills at every opportunity and are proud of what we achieve together as a school community. To achieve our vision, we place the recruitment, retention and professional development of excellent teachers as a top priority.

Our modern, well equipped building has excellent facilities offering an inspiring modern learning environment, with well resourced classroom spaces. It is part of a very exciting multi-academy trust focused on school improvement, collaboration and continuous learning. Swale Academies Trust is currently made up of sixteen other schools, both primary and secondary, located in East Sussex and Kent. The Trust provides unparalleled opportunities for professional development and will grow further in the future.

Causeway School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

Yours sincerely

Liza Leung
Executive Headteacher



Mission Statement - The Turing School

“Imagine anything, create the impossible.”

The Turing School develops opportunity, aspirations and curiosity for all students and staff to thrive in a positive learning environment. Our vision is to empower our students to develop into confident and happy members of our community and society.

Our innovative, cross phase approach to the delivery of mathematics includes working in partnership with our feeder primary schools. The school is a centre of excellence for mathematics and we work collaboratively with all stakeholders to embrace and inspire the community that we serve. We strive everyday to achieve excellence in all areas of the curriculum.

The Turing School provides an aspirational, broad, exciting and extended curriculum which actively encourages, motivates and develops the talents of all our learners in the school.

No matter our students starting point we maintain an inclusive culture where the learning, achievements and attitudes of all members of the school community is celebrated. This ensures that all learning takes place within a vibrant, stimulating and quality environment which is enhanced through the provision of dynamic resources.

Student participation is supported and proactively encouraged at The Turing School and we recognise the value of an active student voice where all are given the opportunity to take part in community responsibility and are encouraged to make a positive contribution to their learning, school, and their wider community.

The Turing School is committed to being a healthy and safe school where everyone recognises that investing in emotional, mental and physical health and providing a safe, secure environment enhances the performance and achievements of all pupils and staff. Through our SPHERE programme we support students in gaining the knowledge and skills required to keep themselves safe, healthy and happy, which will then support their lives in the future.

Our culture of continuous, life-long learning for all, based on teamwork and collaboration is at the heart of all the school's activities. Leadership and decision making is distributed effectively throughout school. Students rewards and the celebration of student successes is at the heart of our whole school approach to teaching and learning and we celebrate the success of our students through termly presentation events.

The Turing School has a distinctive and shared ethos of aspiration and pride where relationships between staff, students, parents, governors and the community are not only strengthened but nurtured.

Our core values are:

Aspire: We are ambitious and seek to achieve success in all that we do. We take pride in all our skills, accomplishments and attributes. Everyday we are proud of our school and work tirelessly to be the very best versions of ourselves.

Respect: We care, support and show kindness for each other everyday. We show admiration to all for their individual and unique abilities and achievements.

Curiosity: We are inquisitive thinkers. Everyday we explore and investigate through our learning to acquire the knowledge and skills that we need for everyday life, our future careers and lives.

Knowledge: We value the knowledge that we gain everyday as it allows us to grow and develop into lifelong learners. The knowledge we gather means we can access education, information and other knowledge related resources such as museums and galleries which in turn will improve the quality of our understanding and enrich our lives.

Job Description

Job Title: Assistant Headteacher - Behaviour & Attendance

Salary: L11 - L15

Responsible to: Headteacher

Main Purpose:

The Assistant Headteacher will work in partnership with the Headteacher and other SLT members in defining, articulating and implementing the mission and values of the School through effective communication and engagement of all stakeholders.

The Assistant Headteacher will also be expected to fulfil the professional responsibilities as set out in the School Teachers' Pay and Conditions Document (STPCD).

The specific nature and balance of responsibilities will vary according to the needs of the school but the main functions of the role are:

Main duties;

- Leading an effective pastoral programme and team across the school by
- Creating systems and strategies that ensure good behaviour for learning is sustained and celebrated across the school
- Monitoring behavior, attendance and achievement data, providing SLT, the Trust and all stakeholders with timely data and support so that effective interventions can be provided
- Working with the pastoral teams, including Inclusion and Student Support Provision to ensure a fully inclusive strategy
- Managing all admissions and Year 6 Transitions and in year admissions
- Support the Headteacher in the school's self-review procedures, including the analysis of performance data, and producing the School Development Plan.
- Have full responsibilities for outcomes across the school including ensuring that relevant evidences are available and held in the required format.
- Implement the school's behaviour policy to maintain good order in the school;
- Carry out Performance Management of designated staff;
- Undertake other reasonable duties at the request of the Headteacher or governing body;
- Promote the values and achievements of the school to the community;
- Lead, drive, motivate, support, challenge and develop middle leaders to secure improvement across the school;
- Take school assemblies when required;
- To lead in the further development of the teaching of core and foundation subjects.
- All members of the School's Senior Leadership team are expected to:
- Reflect the school's vision and aims by promoting and developing a learning and caring culture;

- Demonstrate leadership by example;
- Set high standards, acting as role models for colleagues;
- Show a commitment to enabling all pupils to maximise their achievements;
- Contribute to the provision of a safe and secure learning environment;
- Support the school's endeavours to meet the needs of its community;
- Manage staff in a way that promotes their skills, confidence and expertise;
- Participate in the school's Performance Management process;

Key Accountabilities

Strategic direction and development of the school:

- To assist the Headteacher in shaping the vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement;
- To play a significant role in setting aims and objectives for the school and in producing the School Development Plan along with the Headteacher, governors and other senior leaders;
- To take responsibility for developing and monitoring policy and practice as laid down in the School Development Plan, and in agreement with the Headteacher;
- To assist the Headteacher in school self-evaluation and in the effective planning and management of resources to secure improvements;
- Demonstrate strategic vision and planning, using performance data analysis to inform staff deployment and to set targets;
- Ensure that analysis leads to improved rates of children's progress and overall attainment levels across the designated phase or whole school;
- Creation of strategic and operational data analysis systems to support in-depth analysis of individual teacher, subject and curriculum performance as part of the whole school self-evaluation process.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Work with the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure the effective use of budgets and resources.

Leading and Managing Staff

- Lead, drive, motivate, support, challenge and develop staff to secure improvement;
- Support the Headteacher, Executive Headteacher and governors in accounting for the efficiency and effectiveness of the school to all relevant stakeholders;
- To actively participate in school / community events;
- In consultation with, and by the direction of the Headteacher, deploy people and resources efficiently and effectively i.e. timetables, supply staff;
- To participate in recruitment and selection as agreed by the Headteacher.

Safeguarding

- Take responsibility for promoting and safeguarding the welfare of pupils and staff in accordance with the current statutory guidance and legislation.
- Promote expected standards of behaviour which support learning and positive pupil outcomes;
- Create and maintain an effective partnership with parents/carers to improve children's achievement and their personal and social development;
- Promote a culture of independent learning;
- Take responsibility for handling individual pupil disciplinary cases.

The above responsibilities and expectations are neither exclusive nor exhaustive and the Assistant Headteacher may be required to carry out such other appropriate duties as may be required by the Headteacher within the competence of the individual.

Person Specification

Job Title: Assistant Headteacher

Grade: L11 – L15

Responsible to: Headteacher

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Qualified Teacher status ● Recognised degree or equivalent 	
Experience	<ul style="list-style-type: none"> ● Recent participation in a range of relevant and significant continuing professional development, including leadership. ● Successful Senior Leadership experience. ● Impacting significantly on a whole school initiative which has led to raising standards ● Experience of leading one or more curriculum areas with evidence of impact of initiatives on pupil outcomes ● Successful curriculum leadership and innovation 	<ul style="list-style-type: none"> ● Successful Senior Leadership experience or substantial experience of coaching teachers to improve performance.
Skills and Abilities	<ul style="list-style-type: none"> ● Improve planning and implementation, monitoring and review. ● Developing effective partnerships with parents and outside agencies ● Improving the quality of teaching at individual practitioner level and whole school. ● Working in partnership with governors ● Ability to inspire, motivate and challenge staff including through the development of effective teams 	<ul style="list-style-type: none"> ● Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care ● Ability to use performance management to promote and support school improvement
Knowledge	<ul style="list-style-type: none"> ● Up to date knowledge of national policies, priorities and statutory frameworks including recent changes in curriculum and assessment. ● Knowledge of co-ordinating and leading on school outcomes. 	

	<ul style="list-style-type: none">● Appreciation of the benefits of effective collaborative working	
Personal qualities	<ul style="list-style-type: none">● Excellent communication skills● Exceptional interpersonal skills● Personal impact, commitment, enthusiasm, integrity and resilience● A commitment to promoting and developing pupils' personal development and well-being● Enjoyment, energy and enthusiasm for working with our children● Willingness to maintain own learning and professional development● Being an organised, professional, reflective practitioner and creative thinker.	



Introduction

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust.

Since its creation in September 2010 Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at our most recent Ofsted will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

We don't seek to clone schools that deliver education in a regimented manner. Rather, we value the development in our schools of a spirit of enquiry and action research that provides the best possible education that is right for pupils in a local setting. We do, however, collectively value and strive for all pupils to produce work which showcases their development over time of which they, their teachers and support staff and parents can be really proud.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and who provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Jon Whitcombe".

Jon Whitcombe
Trust Principal

Safeguarding Statement

Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

Recruitment of ex-offenders

The Trust has a written policy on the recruitment of ex-offenders, which is available on the Trust website under policies and documents.

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found alongside the advert. Please refer to the advert for details of where to submit the application form.

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview should bring the following original documents for sighting:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold. This can be downloaded here:

<https://www.swale.at/page/?title=Privacy+Notice&pid=33>