

The Romsey School

Headteacher Information Pack



Our vision is to provide a world class education for our young people based on the following principles:

- An inclusive ethos where all young people succeed
- Students are supported and happy
- Students achieve outstanding results through inspirational teaching
- Learning has no boundaries within and beyond the classroom
- The school at the heart of our community

Key Dates:

Closing Date:
Monday 10th February 2020

Interview Dates:
Tuesday 10th March and
Wednesday 11th March 2020

Contact Details

The Romsey School
Greatbridge
Romsey, Hampshire
SO51 8ZB

Tel: 01794 512334

www.romsey.hants.sch.uk

jobs@romsey.hants.sch.uk



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Spring Term 2020

Dear Applicant

Thank you for expressing interest in the post of Headteacher at Romsey School. We are seeking an inspirational leader with a clear vision of excellence, who will work in partnership with staff, pupils, parents, governors and other members of the Gateway Multi Academy Trust, to continue our journey of educational improvement and aspiring to the highest of academic and social standards. The post becomes vacant due to the retirement at the end of the academic year of the current post holder, Mr Colm McKavanagh, who has led the school with great distinction and overseen many improvements. We are seeking a Headteacher who can continue this journey with a new and vibrant vision for the school.

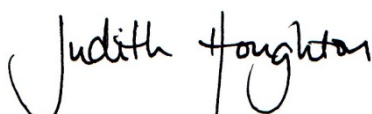
Romsey School has been an academy since July 2011 and since April 2019, in conjunction with Oakfield Primary School, Totton, formed the Gateway Multi Academy Trust. As part of our trust we have formed strategic partnerships with the Halterworth Teaching Alliance and Barton Peveril College in order that as the trust grows we can support young people of all ages. In addition, we have our own trading arm, Romsey Community School Limited (RCS Ltd), that supports adult and family learning across Hampshire. On the school site we have our own nursery, Little Sunlights that is very much part of our ethos of being the centre of the learning community in and around Romsey.

The school site has seen many recent improvements due to our successful bids to the DfE, which have enabled us to provide some of the best educational provision in the county. We are currently awaiting the outcome of our latest bid to refurbish our science laboratories.

Applicants will need to demonstrate a proven track record of raising standards and be able to articulate how they can take Romsey School forward in the next stage of its development. Working with the support of Jonathan de Sausmarez, the Executive Leader of GMAT, you will have considerable opportunity to make a real difference and make Romsey School truly world class. If you would like to speak to Jonathan then please do make contact via e-mail on jdesausmarez@romsey.hants.sch.uk for an informal conversation.

We warmly welcome and encourage visits to the school. Please contact Louisa Conlon, HR Manager, on 01794 512334 or email lconlon@romsey.hants.sch.uk to arrange an appointment. We will be delighted to share further details about the school, as well as answer any questions you may have and look forward to receiving your application by Monday 10th February.

Yours sincerely



Judith Houghton
Chair of the Board of Trustees



Halterworth Teaching
School Partnership
Innovation in education



Barton Peveril
Sixth Form College



The Romsey School

Part of the newly formed Gateway Multi Academy Trust
"Your Gateway to Success"



Headteacher

- Closing Date: Monday 10th February, 2020 at 4.00pm
- Interview Dates: Tuesday 10th March and Wednesday 11th March 2020
- Job Start Date: Tuesday 1st September 2020
- Contract/Hours: Permanent, Full-time
- Salary Type: Leadership Scale
- Salary Details: LDR 53 – 65 - £77,820 - £90,147
- Hours of Work: Full time
- Location of Role: The Romsey School
- Contact e-mail address: jobs@romsey.hants.sch.uk
- School address: The Romsey School, Greatbridge, Romsey, SO51 8ZB

The Romsey School is a highly successful secondary academy in the market town of Romsey in Hampshire.

Following the retirement of the current Headteacher, the Governing Body is seeking an inspirational leader with a successful track record of high standards to take responsibility for the day to day running of the school including all aspects of teaching and learning, curriculum and day to day management of staff, students and parents.

Working closely with the Executive Leader of the Gateway Multi Academy Trust (GMAT), Jonathan de Sausmarez, we are seeking a well-qualified and experienced candidate to take up this key leadership role in the school. This is an exciting opportunity to join a newly formed MAT and be part of its future direction and success.

If you would welcome an informal discussion about this role please contact Jonathan de Sausmarez, Executive Leader (idesausmarez@romsey.hants.sch.uk).

There will be an opportunity for prospective candidates to visit the school in the week beginning 27 January.

Application Procedure

For the information pack, application form and equality form please go to The Romsey School website: <https://sites.google.com/romsey.hants.sch.uk/vacancies/home>

Applicants should complete the application form and write 2 sides of A4 sharing their philosophy of education and how this has been incorporated in their current role. Please provide evidence of the impact of your actions and how your actions have made a difference both academically and socially.

Completed application forms should be returned by the closing date to the HR Manager, The Romsey School, Greatbridge, Romsey, SO51 8ZB or sent electronically to jobs@romsey.hants.sch.uk

The Gateway Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Background to the Leadership

“Your Gateway to Success”



The school has a well-established reputation as an inclusive school where every child feels that they belong and achieves the highest of academic and social standards.

We aspire to be ‘outstanding’ in every aspect of school life and require all staff and

students to have the highest of professional standards.

In April 2019, the governors decided to change the existing single academy status to the Gateway Multi Academy Trust (GMAT). Our main purpose was to create a supportive group of schools within a reasonable locality in order to create a shared ethos and enable schools to work together. We believe the best way to improve the school system as a whole is for schools and teachers to work together in a mutually beneficial way.

The leadership structure is contained within this pack and we believe a key benefit is that whilst we are looking for a full Headteacher for The Romsey School, the accountability is shared with my role as Executive Leader.

After nearly 20 years of Headship, I hope I can bring my experience as an NLE to work with the new appointee in order that we can make progress quickly

and efficiently. In addition, this is a post where as GMAT grows, the successful candidate can really be part of this growing MAT. The Executive Committee is set up to enable the Headteachers to work together and drive the strategic direction of the Trust.

Whilst we are seeking a person who can embrace our ethos, we are equally seeking someone who can bring their vision to drive the school forward. This is a post where someone with their own educational philosophy can make a real difference to the young people within The Romsey School. Romsey is traditional in many ways but in terms of leadership and improvement we are constantly seeking to find new ways of providing the best educational provision.

I am sure you will have noticed that our last inspection was in June 2017 so it is likely that in your first year there will be a Section 8 Inspection. At this stage we are anticipating this to be confirmation of our current status. We would be interested in your views as to how the school could move to ‘outstanding’ and suggest you include them as part of your application letter.

If you would like any more information or an informal chat, then please contact me on jdesausmarez@romsey.hants.sch.uk. This is a fantastic opportunity to work with a simply superb staff and truly wonderful young people supported by trustees and governors who just want The Romsey School to be a truly great school.

Jonathan de Sausmarez
Executive Leader



Expectations of the Headteacher

The Headteacher works closely with the Executive Leader within the school to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.

RESPONSIBILITIES	EXPECTATIONS
The day-to-day management of the school.	All daily procedures are understood and implemented by all staff. Procedures are reviewed and improved regularly in line with legal requirements and the evolving needs of the school.
The curriculum delivery and development.	The curriculum meets the needs and aspirations of the current pupil cohort whilst complying with national curriculum requirements. Sufficient resources are allocated to deliver this. New and emerging technologies are considered strategically in the light of enhancing the learning experience of pupils.
Teaching and learning policies, procedures and delivery. Line management of teaching staff.	Teaching quality is maintained by professional development of staff, monitoring and prompt action to support and improve performance. Underperformance at all levels is challenged and timely and effective corrective action is taken.
Examinations and assessment.	A culture and ethos of challenge and support is maintained where pupils become engaged in their own learning. Targets for all pupils are challenging, pupils are continuously assessed and timely action is taken to ensure continuous improvement for all pupils.
Relationships with parents.	Parents are involved with all aspects of their children's education by newsletters, individual communication, consultation, regular reporting and the home-school partnership.
Student support, inclusion, special needs and other pupil services. Liaison with outside agencies for pupil support.	All pupils feel supported at school. Both staff and pupils understand their role in maintaining this environment.
Pupil attendance and registration procedures.	Careful monitoring and intervention ensures that pupil attendance continues at a high and improving level.
Behaviour policies and procedures, exclusions, alternative arrangements for pupils.	The learning environment for all pupils is maintained by making behaviour a priority. Early intervention, consultation with parents and supportive use of the Student Support Centre minimise the need for exclusion.
Admissions and pupil roll.	By liaising with primary schools and parents of prospective pupils, the Headteacher ensures awareness of what the school has to offer.
Representing the school in the local community.	Romsey is a lively small town and it is expected that the school has a visible profile within the local community and in the local newspaper. This does involve attending various local events.

Context

THE TOWN OF ROMSEY

Historically Romsey had a whole range of industries within the town boundaries. Many of these have disappeared and it can now be described as a small market town. Light industry skirts the boundaries in recently developed industrial parks and the school has pursued connections with these through sponsorship, its Enterprise Project and work experience as well as through community initiatives.

The school is within striking distance of several large cities - the city of Southampton is a twenty minute drive away and takes the school from a semi rural environment into a multi-cultural dimension. We are easily accessible with the train station 800m away and a short walk from Romsey Bus Station. There is car parking on site. Use SO51 8ZB on your sat nav.

THE ROMSEY SCHOOL

The Romsey School is an 11-16 community comprehensive school, which serves the greater part of Romsey and the surrounding villages of Ampfield, Awbridge, Braishfield, Sherfield English, Michelmersh and Timsbury and out of catchment areas. The Romsey School enjoys considerable academic success with results amongst the best in Hampshire. More recently, results have continued to rise with nationwide recognition for the progress our students make over five years, which placed us

in the top 10% of schools. The school espouses traditional values with an unambiguous approach to discipline and clear policies on uniform. The best of the school's traditions have been retained and the ethos has been developed to ensure that there is success for every individual, that pupils take increasing responsibilities within the school, for themselves and for others and that the school looks outwards to develop links with the wider community.

There is considerable community activity on and off the site, the site is open from 7am - 10pm weekdays and 8am - 4.30pm as a minimum at weekends. The community provision is delivered through RCS Ltd which is the trading arm of GMAT and was judged to be excellent by Ofsted. There is a full programme of community education programmes, including support for families and the unemployed as well as the use of the facilities by local groups and organisations. The Little Sunlights Nursery is on site which also works with pupils. Community activity is coordinated and promoted by the Community Education Manager and it is hoped that all staff will seek to develop community links within their subject area. The success of the community dimension has been recognised by the DfE and Houses of Parliament Select committee for their work on Holiday Hunger across Hampshire in 2019.



FACILITIES - All classrooms are generally well equipped with either a projector or interactive white board and a computer for staff to use. The Romsey Learning Platform provides on-line resources and information for pupils, parents and staff. The school has specialist provision for SEND which includes a facility for SEND and pupils with ASD needs. We also have a Student Support Centre which is an area for pupils who, for a variety of reasons, struggle to fit into the mainstream.

There has been considerable work in recent years to update and improve the facilities. There is a modern sports hall, floodlit all weather pitch, a gymnasium,

tennis courts, volley ball court, outdoor table tennis and playing fields. They are well used by the school and the community. There is a tradition of sporting excellence at the school and a full programme of extra-curricular activities and fixtures.

Our successful performing arts area consists of three music rooms, a well-equipped drama studio with removable tiered seating and a further new drama room. Theatrical productions and concerts can also be mounted in the school hall. The school choirs and ensembles produce high quality performances in school, in Romsey Abbey for the annual Carol



Concert and at local events. Of equal standard is the popular annual production involving large numbers of pupils and staff. The creative arts in the school have moved to another level with many productions making excellent use of the sound and lighting equipment. In the last few years productions have included Disco

Inferno (2017), Made in Dagenham (2018), Chicago (2019) and most recently High School Musical.

There is a library and resources room with stock partly funded by the highly active parents' association. There are well-equipped ICT suites and a business and information studies suite. Pupils and staff contribute to the school's web site. There are up-to-date facilities for the teaching of the arts, humanities, science, mathematics and modern languages, and curriculum areas have their own suites of rooms. During the last few years the school, through the academies capital grant, has undergone significant upgrading to buildings. This has led to significant improvements in the learning environment, including in D&T, Performance and Expressive Arts, Humanities, Science and PE.



PUPIL INTAKE - The intake varies annually but is generally of above average ability. Our Pupil Admission Number for each year group is 232 although due to increased parental requests we are over PAN for two year groups. Around 50% of students come from outside catchment. The total number on roll is around 1200 currently when the ASD Resource base is

included. Although only 18% of pupils receive pupil premium there is a strong special needs department which provides support through withdrawal and in-class assistance. The school is able to offer a broad range of subjects, including BTecs, to match student need. Nearly all pupils enter further education and many go on to achieve scholarships to further and higher educational establishments, including Oxbridge. Pupils are also prepared for the world of work through the careers guidance programme which begins in year 9 and the successful Enterprise Project in year 10 which brings in consultants from business and commerce to work alongside pupils.

STUDENT SUPPORT - Pupils are placed in mixed ability tutor groups and each subject sets pupils according to ability. The supporting role of tutors is important and they are central to our academic mentoring programme. The Personal Development Learning programme is delivered by a specialist team throughout the school and they are supported by tutors in tutor time. It is intended that tutors remain with their group throughout their time in school.

The oversight of the care of pupils is the responsibility of the Progress Leaders under the leadership of the Senior Leader for Student Support and Deputy Head. The student support team maintains close liaison with educational welfare services and parents to ensure as much co-operation and support as possible. The school is open to parents at any time of the day so there are considerable opportunities for parental involvement.



EXTRA CURRICULAR

ACTIVITIES - The school extends beyond the normal curriculum by means of clubs and activities, sporting and cultural. As well as providing opportunities for enjoyable and worthwhile experiences the extra curricular dimension helps to cement the good pupil/teacher relationships which are the cornerstones of the success of the school. Many pupils and staff participate but this is always an area to be extended and developed and new staff should consider how they would enhance this.

LOCAL LINKS - We are committed to working collaboratively with our partner schools in the Eastleigh Consortium to share expertise and there is an ongoing programme of development with our feeder primary schools. With exciting and innovative teaching in these areas standards are being driven up still further.

CONTINUING PROFESSIONAL DEVELOPMENT - We are proud to offer all members of staff a full CPD programme. At whatever stage of your career, we can provide you with the experience and training in order for you to be fully successful in your role. Our performance management policy ensures all staff are well trained and rewarded for their hard work and professionalism.

LEARNING TO LEARN - HABITS OF MIND

- Learning to learn is seven ways of thinking (or "Habits of Mind") selected by the staff and students at The Romsey School. The ethos of this development is grounded on Claxton's "Four R's" (resourcefulness, resilience, reciprocity and reflectiveness) and Dweck's growth mindset research where, with sufficient effort, everyone can improve each of their "Habits of Mind" and enjoy deep learning. As a school the "Habits of Mind" will be overtly taught in lessons so that pupils. "Learn to Learn". As a result, learning will become more meaningful and students will be deeply engaged. It will ultimately develop a life-long love for learning whereby students move from compliant behaviours towards being actively engaged in the process; thinking for themselves with confidence and curiosity. This ultimately will prepare them for the complex future in which they will live.



OFSTED 2017 - We were very pleased with our latest Ofsted report which stated that we were a 'good' school overall but 'outstanding' for leadership, behaviour and safety.

The report is overwhelmingly positive and highlights the school as being a very happy school where students feel very safe, with very good attainment and progress. We were particularly pleased that so many lessons were judged as having high quality teaching leading to effective learning. The 'outstanding' judgement on behaviour very much reflects the high standards we have of our pupils and also their support for the school. We are a school that promotes leadership at all levels, including governance, and this is certainly reflected within the report. We would urge all candidates to read the report which can be found on the school's website.

Whilst we recognise that every child matters, every member of staff matters too! We pride ourselves on providing the very best induction programme followed by targeted CPD. This is a school where staff are happy to stay a long time, however, the more ambitious are able to develop their career. The school sets out to teach pupils in a well-ordered and

disciplined environment, and aims to give every pupil a sense of purpose and achievement. Teachers are expected to have:

- a thorough knowledge of their subject;
- the ability to communicate their knowledge and enthusiasm effectively;
- an understanding of the necessity, as well as the skills, to motivate pupils of all abilities and backgrounds; and
- a commitment to the educational, social and moral development of pupils.

In our school we are committed to securing genuine equality of opportunity, whether required by law or not, in all aspects of our activities as an employer and service provider. This commitment is based on our belief in the broad principles of social justice and our aim is to provide services and employment on a fair and equitable basis.

Our staff are encouraged to demonstrate their commitment to equality by taking active steps to eliminate discrimination, promote equality of opportunity and promote good race relations.



Gateway Multi Academy Trust (GMAT)

The school has Multi Academy Trust status and were joined on 1 April 2019 by Oakfield Primary School in nearby Totton. As part of our bid we formed a strategic alliance with The Halterworth Teaching Schools Alliance (Primary) and Barton Peveril College (6th Form) in order that we can support any phase of school. The Romsey School is the lead secondary school in the Trust. We would

hope that there will be opportunities to work across the Trust as appropriate and when necessary although the post on offer is at The Romsey School. We strongly believe this will provide further CPD opportunities for anyone working within the trust.

Please feel free to ask further questions at interview.

Personal Statement from Current Headteacher



I would like to thank you for your interest in applying for the headship of this wonderful school. It has been both a privilege and pleasure to serve the parents, staff and pupils of this school for the past 7 years.

Much is expected of the Headteacher at Romsey School by the local community, and rightly so. In return, you will have an exceptionally supportive parent body, who anticipate that you will be a visible presence, not only in the school but in the wider community, engaging with local organisations who are keen to support the aims and ethos of the school as well as raising the aspirations of the pupils.

The Romsey School draws on six primary schools in and around Romsey but the intake would only fill up to sixty percent of the places available. Since I joined in September 2013, the school has become significantly oversubscribed and enjoys the support of a culturally diverse parent and student body, who are attracted by our inclusive approach: there are over 40 different first languages spoken in the school. The intake is from a wide area, including Southampton, Wiltshire, Totton and Eastleigh as well as our local villages and Romsey Town.

The successful candidate will be able to rely upon, as I have, the support of an excellent senior team of

talented, knowledgeable and experienced staff who have all played a vital role in leading the school forward. You will have the benefit of having an Executive Leader, who has many years of Headship experience, who is not only immensely supportive but will give you the autonomy to drive the school forward in the direction needed for the next phase of its development. The context of the student body has changed immensely in the past seven years and Governors will be keen to know how you will respond to this. The work of the Learning Support Department, Autism Resourced Provision and the Student Support Centre have rightly been praised by Ofsted. The support of these teams is pivotal to the ongoing success of the school.

As Headteacher, I make a commitment to meet as many prospective parents as possible to talk about the school. It is very clear to me that parents want their children to have examination success but more than that they want their child to be looked after, to feel safe, to have someone to go to when things get tough etc. The aims of the school are heartfelt. The school has a reputation for the care and support it gives the pupils. Parents recognise and appreciate this.

I will be sad to leave such a wonderful group of staff, who have been instrumental in supporting the drive to improve on our previous best but know that my successor will have an immensely experienced and highly qualified group of people who will support the continued success of The Romsey School.

Colm McKavanagh
Headteacher



Ofsted

Inspection dates	14–15 June 2017
Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- | | |
|---|---|
| <ul style="list-style-type: none"> • The executive headteacher, headteacher and senior leadership team have a compelling vision for the school, which is well understood and shared by staff, pupils and parents. • Leaders provide teachers with exceptionally high-quality challenge and support. Teachers benefit from very effective training and coaching. At the same time, teachers are held to account rigorously for the progress that their pupils make. • Some of the teaching in the school is inspirational. Teachers give pupils demanding work to do and ask them probing questions that require pupils to work hard and think deeply. • Pupils achieve outcomes that are above national averages overall because teaching, particularly at key stage 4, enables pupils to consolidate and extend their skills and understanding. • Pupils who have special educational needs and/or disabilities, or those who need to catch up, make strong progress because leaders make highly effective use of additional funding. • Leaders make well-informed decisions on the use of the pupil premium grant. Consequently, disadvantaged pupils make the same overall rates of progress as other pupils nationally. | <ul style="list-style-type: none"> • Pupils behave exceptionally well overall. They are polite to their teachers, considerate of each other and welcoming to visitors. They look after the fabric of the school, are proud of their work and wear their uniforms smartly. They are safe and know how to keep themselves safe. • Leaders make sure that pupils follow a broad and balanced curriculum that prepares pupils well for their next steps. All pupils who left the school in 2016 went on to appropriate further education or training. • Pupils are tolerant of people, groups and cultures that are different from their own. They value diversity and are very well prepared for life in modern Britain. • Governors provide very strong strategic leadership. They are ambitious for the school and hold leaders to account firmly. • The quality of teaching, learning and assessment, particularly in key stage 3, is not yet consistently outstanding. As a result, pupils' outcomes in English, science and languages are good. • Leaders' actions to address the inconsistencies in teaching are robust, and the proportion of pupils achieving outstanding outcomes is increasing, particularly in English. |
|---|---|

What does the school need to do to improve further?

Make sure that all pupils achieve outstanding outcomes across the curriculum by eliminating any remaining variability in the quality of teaching, learning and assessment, in particular in key stage 3.

The full report can be found on the school website (www.romsey.hants.sch.uk) in the Parents, General Information area: <https://sites.google.com/romsey.hants.sch.uk/parentzone/general-info?authuser=0>

Romsey Performance Indicators

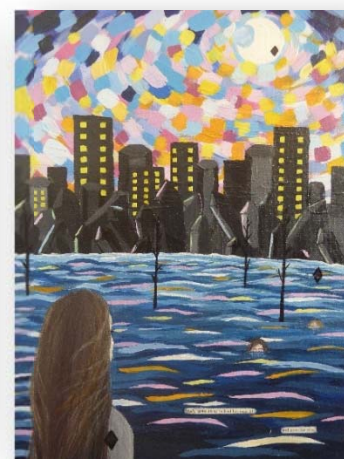
KEY FACTS AND STATISTICS

Type of school			Academy			
Age range			11 -16			
Co-educational			Yes			
Number of pupils			1189			
Number of teaching staff			70.9			
Number of support staff			42 (Not including RCS Limited)			
Budget 2019/2020			£6,746,136			
Attendance			94.51%			
% of children from ethnic minorities			24.75%			
% of pupil premium children			18%			
% of children with SEND or School Action Plus			24.16%			
% of children with English as a second language			10.94%			
	2017 Results		2018 Results		2019 Results (provisional)	
	ALL Pupils	Dis-advantaged Pupils	ALL Pupils	Dis-advantaged Pupils	ALL Pupils	Dis-advantaged Pupils
Progress 8 Score	+0.31	-0.68	+0.15	-0.90	+0.08	-0.44
Attainment 8 Score	55.5	33.1	50.6	30.6	52.1	41.0
% achieving Ebacc (Grade 4+)	21%	6%	31%	8%	33%	21%
% achieving grade 4+ English and Maths	74%	48%	70%	31%	75%	56%
% achieving grade 5+ English and Maths	41%	16%	50%	17%	54%	35%
Ebacc Average Point Score	N/A		4.52	2.9	4.64	3.8
Key Performance Indicators:						
<ul style="list-style-type: none">75% of pupils achieved the equivalent of Grade 4 or above in both English and Mathematics35% of pupils achieved 3 or more Grades at Grade 7, 8 or 933% of pupils achieved the full English Baccalaureate92% of pupils achieved at least one Grade 4+ pass97% of pupils achieved 5 or more GCSEs at Grades 9-1 including English and Maths						

Cohort Information

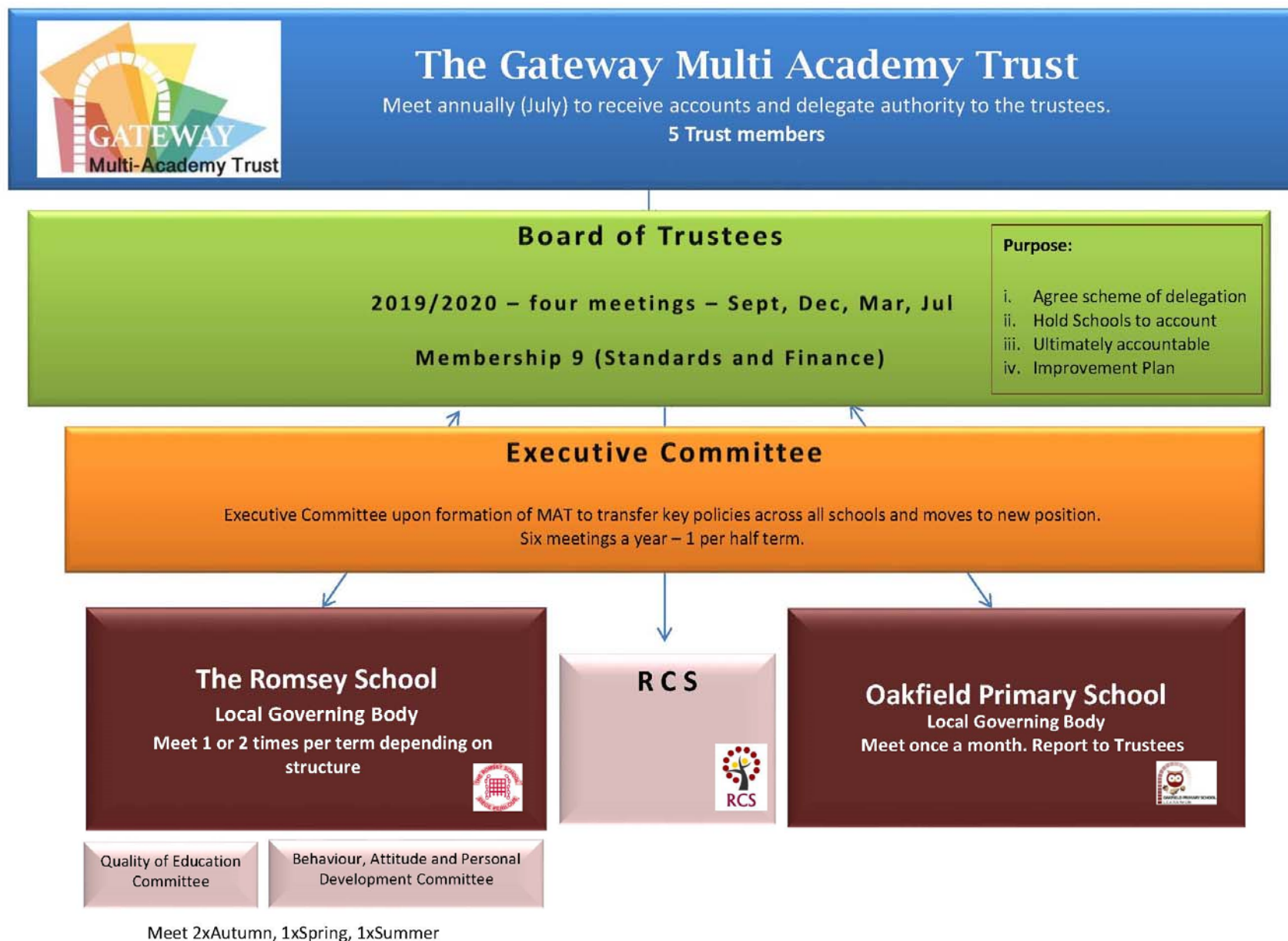
		As at 7 January 2020					
Reg. Groups		Yr7	Yr8	Yr9	Yr10	Yr11	TOTAL
Yrs 7-9	Yrs10-11						
A	R	30	29	27	26	27	139
B	O	30	29	28	23	26	136
M	M	29	28	31	27	26	141
P	S	30	30	30	27	25	142
R	E	30	30	27	28	25	140
S	Y	29	30	24	28	24	135
T	C	29	30	28	27	26	140
W	H	29	28	29	27	25	138
	L	-	-	-	29	25	54
SSC Tutor Group		0	5	3	3	12	23
Total including ASD		236	239	227	245	242	1189
ASD Pupils		4	3	4	2	2	15
Total Excluding ASD		232	236	223	243	240	1174

We are currently over subscribed in year 7 for September 2020 and expect this year group to be at least 250.



Year 11 GCSE artwork

The Governing Body Structure



Job Description

Post title:	Headteacher - Secondary
School:	The Romsey School
Pay range:	LDR 53-65 - £77,820 - £90,147
Line manager:	Executive Leader GMAT – Jonathan de Sausmarez
Supervisory responsibilities:	Full day to day running of the school

CORE PURPOSE:

- Take the lead role on working with the Local Governing Body (LGB) and Board of Trustees (BoT) to develop a collaborative school vision, which embraces excellence, high standards and inclusion – translate the vision into a development plan and implement it successfully.
- Secure excellent teaching to achieve high standards of learning and attainment across the school, including preparation for further and higher education.
- Hold all staff to account for their professional conduct and practice.
- Ensure inclusion, diversity and accessibility.
- Lead by example to foster an open, transparent and equitable culture.
- Be responsible for the internal organisation, management and control of the school.
- Manage finance and resources astutely to maximise their use and value.
- Develop and sustain effective relationships with the LGB and in particular the Chair of the LGB, to ensure effective governance of the school, and the discharge of trustees' responsibilities.
- Build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
- Create an outward-facing school to work with other local schools, organisations and partners to champion best practice
- Uphold the highest standards of professional and business ethics, and support the LGB and BoT in ensuring that this impacts on all aspects of the school decision-making processes.
- Keep pupils safe and support the LGB and BoT to implement and oversee the highest possible standards of child protection, prevent strategies and safeguarding throughout the school.
- Represent the school at relevant panels, working groups and meetings, as required by the LGB and BoT.
- Undertake other duties and responsibilities as is reasonably directed by the Executive Leader

DUTIES AND RESPONSIBILITIES

Qualities and knowledge – the successful candidate should have the ability to:

- Hold and articulate clear values and moral purpose, focussing on providing a high-quality education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, trustees and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
- Work with political and financial astuteness, within a clear set of principles centred on the GMAT vision, ably translating local and national policy into the Romsey context.
- Communicate, compellingly, the school vision and drive the strategic leadership, empowering all pupils and staff to excel.
- Contribute to the GMAT Executive Committee and work collaboratively with all members of the group including any primary/tertiary school/college and RCS Ltd.
- Have a detailed knowledge of the Ofsted framework in order that the school is best prepared for any inspection.

Pupils and staff – the successful candidate should have the ability to:

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Ensure all students are safe and able to learn through robust systems of behaviour management and rewards
- Contribute and listen to our young people in order they are part of the self-improvement process
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between the school, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and process – the successful candidate should have the ability to:

- Ensure that the school's internal systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- 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.
- Welcome strong governance and actively support the trustees/governors to understand their role and deliver their functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, developing teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system – the successful candidate should have the ability to:

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

Person specification

Qualifications

- Qualified teacher status, degree level qualification or equivalent
- Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education
- At least three years of proven strong, successful senior leadership and management experience in a secondary school

Qualities and knowledge – show evidence of:

- Holding and articulating clear vision, values and moral purpose, demonstrating optimistic personal behavior, and positive relationships and attitudes.
- Demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity.
- Understanding how to empower all pupils and staff to excel.
- Implementing, managing and evaluating change in a collaborative way.
- Implementing a curriculum that is fit for purpose and relevant to the pupils of the school

Pupils and staff – show evidence of:

- Raising standards that have impacted positively on pupil attainment and teaching and learning.
- Significant experience in evaluating and using data to plan and improve pupil performance.
- A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.
- A commitment to valuing, supporting and encouraging the professional development of all staff members.

Systems and processes – show evidence of:

- An understanding of how to create whole-community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of pupils.
- Strong financial planning and management skills, with experience of making effective use of resources including the Pupil Premium Collect evidence and research in order to make sound judgements against set criteria.
- A clear understanding of and commitment to promoting and safeguarding the welfare of pupils.

The self-improving school – show evidence of:

- Building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.
- A commitment to building and maintaining effective and positive relationships with parents, carers, trustees, the wider community and other schools both within and beyond GMAT.
- Inspiring and influencing others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, trustees and parents.
- The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.

Commitment

Demonstrate a commitment and take action in the following areas to ensure the school meets all of its legal responsibilities:

- a. Equalities and the Equality Act 2010 and other relevant legislation/guidance
- b. Promoting the school's and GMAT vision and ethos
- c. High ethical standards
- d. Relating positively to and showing respect for all members of the school and wider community
- e. Ongoing relevant professional self-development
- f. Safeguarding and child protection

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

The Romsey School – Senior Leadership Team (SLT) Roles and Responsibilities

SUMMARY

The Executive Leader leads and has accountability in all GMAT matters this includes strategic direction of the trust, finance and staff thresholds for each school and holding the Headteachers to account. The Executive Leader reports to the Board of Trustees and leads on the Executive Committee working with Headteachers to formulate and implement the policies and direction of the trust.

The Headteacher is responsible and accountable for the running of the school including outcomes, pupils, parents and ensuring the highest quality of educational provision. The Headteacher reports to the Local Governing Body and is a member of the Executive Committee.

Generic Responsibilities of the whole SLT

- To help to develop a strategic view for the school and plan for its future needs and further development.
- To secure and sustain effective teaching and learning throughout the school, to improve standards of achievement and to meet school targets.
- To support staff in developing an effective learning environment and in the maintenance of good order and discipline.
- To share in the day-to-day management of the school.



Romsey School SLT Leadership Management Responsibilities 2019-20

	EXECUTIVE LEADER GMAT JONATHAN DE SAUSMAREZ (2 DAYS PER WEEK)	HEADTEACHER (HT) THE ROMSEY SCHOOL	DEPUTY HEAD – KEY STAGE 4 INCLUDING INTERVENTION AND PROGRESS - ANDY MARKS
	Executive Leader of GMAT. Responsible for leading the MAT and holding schools to account within the trust.	The HT is accountable for all matters in relation to the successful running and outcomes of The Romsey School.	The principal purposes of the role are to provide leadership, management and motivation of the Curriculum Leadership Team, including vocational learning to ensure effective pupil progress.
Key Accountabilities	<ul style="list-style-type: none"> Policy making within the strategic direction determined by the Members and Board of Trustees. Leading the Executive Committee of the trust to include HTs of schools who agree and implement policies of the trust. The MAT Strategic Plan and quality assure plans of schools within the trust. Leadership staff appointments, interviews, contracts & conditions of service. HTs performance review. Lead on senior appointments for the trust. Agree staffing structures to schools within the trust. Management and supervision of Director of Finance (GMAT). MAT Budget setting and monitoring and securing best value according to priorities determined by the Board of Trustees. Developing services for the MAT, marketing and ensuring their quality. Ensuring the MAT board fulfils its statutory obligations, reviews policies at the required time, endorses new policies and practices, and monitors the work of the school. Representing the MAT at Local and National Level. Senior line manage Romsey Community School provision working with the community manager. 	<ul style="list-style-type: none"> Policy making within the strategic direction determined by the Board of Trustees and responding to new requirements. The School Action Plan, SEF, The Strategic Plan. The day-to-day management and organisation of the school. Daily procedures. Home to school transport. Accountable for Section 4 – Effectiveness of Leadership of the School's Action Plan (SAP). Staff contracts (all staff), job descriptions, conditions of service, performance management arrangements, and discipline procedures. Management and supervision of all staff. Teaching and learning policies and procedures, teaching quality. Community education and RCS. School Budget setting and monitoring and securing best value according to priorities determined by the MAT & Board of Trustees and the school's leadership. Overall lead responsibility for Safeguarding of School site Including Nursery. Child protection policies and procedures. Staff training on all aspects of Child Protection. Safer recruitment of Staff. Representing the school in the Local Authority on collaborative bodies such as LA Headteacher meetings and Western Area Heads. Relationships with parents, newsletters, parents' consultations, reporting to parents, home-school partnership. 	<ul style="list-style-type: none"> Leadership of the Curriculum Leadership Team ensuring their policies and practices meet the needs and aspirations of all pupils and raise standards of achievement in the school. Jointly accountable for Section 1 – Quality of Education of the School's Action Plan (SAP). Support and guidance of curriculum leaders in achieving high standards. The curriculum, curriculum development and delivery. Curriculum resources to meet the needs of the pupils, the school, the community and statutory requirements. Organisation of options choices to ensure the best fit for pupils. Production of the school timetable to deliver the curriculum structure. Data analysis, target setting and monitoring progress towards targets. Examinations and assessment, assessment for learning, analysis of pupil performance and action to improve performance. Line management and monitoring of the core subject departments of English, Maths and ICT. Responsibility for Children in Care. Leadership and management of the Applied Learning Department Admissions and pupil roll. Line manage Transition arrangements in

		<ul style="list-style-type: none"> • Student support, inclusion, special needs and other pupil services. Liaison with outside agencies for pupil support. • Behaviour policies and procedures, exclusions, alternative arrangements for pupils. • Representing the school in the local community. Marketing the school. • CLT link - no year groups. 	<p>conjunction with the Senior Leader Student Support</p> <ul style="list-style-type: none"> • CLT link Year 10
Line Management	Headteachers of the Trust Director of Finance GMAT Community education Manager Building matters in relation to the trust Network matters in relation to the trust	Deputy Head x 2 Safeguarding Team Student Support Manager Science Duty Staff MFL ASD Base Manager Senior Leader Student Support	Assistant Head-teacher English Voc Education including Btecs ICT Humanities
Policy Responsibility	Agreed policies within the MAT to ensure continuity between schools working with Executive Committee. Freedom of Information Whistleblowing Equalities Policy Safer recruitment Data protection Risk Management Policy Charging and Remissions Policy Fixed Assets and Depreciation Policy Accessibility plan First Aid Policy	Admissions Anti-drugs Policy Physical restraint Policy Exclusions Policy Fire Safety and Procedures Policy Child Protection Policy Complaints Staff Absence Staff Conduct Special Leave Health and Safety Policy Confidentiality Policy Network and Internet Access Policy	Curriculum Policy Exams Policy Literacy Numeracy Library Network and internet Access Policy Setting / Groupings
School Improvement	GMAT plan	SEF section 4 – Effectiveness of leadership and management	SEF section 1 Quality of education
Meetings *denotes Chair Idenotes Minute Taker	Members AGM MAT Board of Trustees Executive Committee of the Trust* LGB as required within the Trust	Staff* CLT* Full Board of Trustees Executive Committee Q of E Committee Finance, Resources & Outreach Committee Community RCS	Staff! Middle Leaders* CLT Full Board of Trustees Q of E Committee
Event Attendance *denotes lead	Open Evening Certificate Presentation Evening as guest School Production 2 nights Carol Service	SLT Conference* Open Evening* Certificate Presentation Eve Parents' Evening, Y7 Tutors evening School Production 1 night, School Concerts Yr 6 Induction Evening Carol Service	SLT Conference Open Evening Certificate Presentation Evening* School Concerts / Productions Y9 Curriculum Evening* Y7 Tutors evening* Carol Service Year 10 parents evening.
Duties	Support leadership teams of Trust in duties as required on visits to the schools	All Day Duty	All Day Duty

	DEPUTY HEAD – STUDENT SUPPORT / TEACHING & LEARNING - ANNIE EAGLE	COMMUNITY EDUCATION MANAGER - JAN LEFLEY	ASSISTANT HEAD – KEY STAGE 3 INCLUDING INTERVENTION AND PROGRESS – CHRIS STEPHENS
	<p>The principal purposes of the role are to provide;</p> <ol style="list-style-type: none"> 1. Leadership, management and motivation of the Student Support Leadership Team, to secure high quality tutoring of individuals and groups. 2. Strategic leadership of the professional learning of all staff and learning habits of pupils. 	<p>The principal purpose is to lead the development of the community department, providing extended services to the school and the community and enhancing the pupils' education through the community context and resources.</p>	<p>The principle purpose of the role is to support the leadership & management of Pupil Progress & Assessment, particularly for disadvantaged pupils, pupils at Key Stage 3 and the extended learning programme.</p>
Key Accountabilities	<ul style="list-style-type: none"> • Strategic Leadership of the Student Support Leadership Team (PLT) ensuring their policies and practices meet the needs and aspirations of all pupils and raise standards of achievement in the school. • Jointly accountable for Section 1 – Quality of Education of the School's Action Plan (SAP) • Accountable for Section 3 – Personal development. • Leadership and enhancement of the school culture as a '<i>Learning Community</i>'. • Leadership of the professional development of senior student support staff through example and support. • Leadership and co-ordination of the provision of professional development of the all staff and monitoring of Performance development arrangements. • Implementation of the whole school Teaching & Learning strategy. FLAC/HoM • Leadership and chairing and managing the strategic meetings of the PLT ensuring the development of high expectations in tutoring. • Shadow production of the school timetable to deliver the curriculum structure. – (shadow) • Pupil attendance through support of the Senior Leader Student Support • Organisation and co-ordination of public events. (Shared) • CLT link Year 8 	<ul style="list-style-type: none"> • Leadership of the Community Team ensuring that their policies and practices meet the needs and aspirations of the community and raise standards of achievement in the school. • Accountable for Section 5 – Community Development of the School's Action Plan (SAP). • Support and guidance of community staff in achieving high standards. • Development of the community programme to meet the needs of the pupils, the school, the community, the Borough and the County. • Maximising income into the school, in particular the community department, managing and accounting for the community budget and financial procedures. • Developing partnerships with other community organisations, and working collaboratively to meet the needs of the community. • Chair of Local Childrens Partnership for Southern Test Valley. • Senior responsible officer for Test Valley troubled families. • Completing community section of School Action Plan and SEF. 	<ul style="list-style-type: none"> • Monitor the progress and achievement of Key Stage 3 pupils termly and highlight concerns to all curriculum areas, ensuring that actions are in place to address weak progress and secure outstanding progress. • Promote and develop the use of assessment for learning to secure the highest levels of challenge in lessons. • Premises management. Health and safety. • Line manage the top-up tutor programme to ensure that pupils who are below level 4 on entry make expected progress by the end of Year 7. • Leadership of the strategic provision to Close the Gap in progress between disadvantaged and non-disadvantaged pupils. The inclusion agenda for disadvantaged pupils. • Check the progress of all disadvantaged pupils and highlight concerns to all curriculum areas, ensuring that actions are in place to address weak progress. • Identify pupils in need of academic mentoring to ensure that they have support to meet expected progress. To provide strategic leadership in the provision of careers education, information, advice and guidance to all pupils. • Generating partnerships with business and work-place providers to support experiences for pupils. • Organise the programme of Year 8 into 9 choices for D&T and P&E Arts • CLT link Year 11
Line Management	PE Humanities Professional Learning Mentor Library Manager Progress Leader year 8. Performing and Expressive Arts SENDCO	Community Education – Community staff Assessors Community tutors playworkers/crèche staff	Mathematics Design & Technology Careers manager

Policy Responsibility	Performance Development Teaching and Learning Policy Behaviour for learning policy First Aid policy PSHE Policy – includes Sex Ed	Community policies Local Children's partnership Local Strategic Partnership.	Assessment and Home Learning Policy Educational Visits Policy Gifted & Talented Careers information and Guidance policy
School Improvement	SEF section 1 & 3 (part) – Quality of Education and Personal development	SEF section 5 Community	SEF section 1(part) – Quality of Education - Outcomes for PP pupils SEF section 2 – Behaviour and attitudes to learning
Meetings * denotes Chair ! denotes Minute Taker	Staff CLT Full Board of Trustees Personal Development, Behaviour & Welfare Committee Q of E Committee	Staff CLT Full Board of Trustees LCP Finance, Resources & Outreach Committee Community RCS	Staff Middle Leaders! CLT Student Outcomes & Achievement Committee
Event Attendance * denotes lead	SLT Conference Open Evening Certificate Presentation Evening Parents' Evenings* Student Support Conference* School Production 1 night School Concerts Yr 6 Induction Evening Parental Shadow* Carol Service Year 8 parents evening	SLT Conference Open Evening Certificate Presentation Evening School Production 1 night School Concerts Induction evening Partnership events. Carol Service	SLT Conference Open Evening Certificate Presentation Evening Parents' Evening Yr 6 Induction Evening School production – 1 night. Carol service Post 16 evening Year 11 parents evening
Duties	All Day Duty		All Day Duty

	SENIOR LEADER – STUDENT SUPPORT – ADAM BETTISS	SENIOR LEADER – TRAINEE TEACHER PROGRAMMES – NICK CHAFER	SENIOR LEADER – CURRICULUM ENRICHMENT AND PUPIL PROGRESS – ALISON CLARKE	SENIOR LEADER – STUDENT SUPPORT - T&L ASSESSMENT & HOME LEARNING – SIMON LAWRENSEN
	The principal purpose is to provide; Leadership, management and motivation of the Student Support Leadership Team, to secure high quality tutoring of individuals and groups	The principal purpose is the leadership of the professional development of trainee staff.	The principal purpose is as Professional Learning Mentor and the leadership of curriculum enrichment	The principle purpose is to support the leadership & management of Pupil Progress & Assessment, and the extended learning programme
Key Accountabilities	<ul style="list-style-type: none"> Accountable for Section 2 – Behaviour and attitudes to learning of the School's Action Plan. Creating a positive and enthusiastic learning ethos within year groups. Maintaining high levels of attendance at the school. Maintaining high standards of behaviour and improving pupils' Behaviours for Learning (Habits of Mind). The efficient deployment of the Student Support Leadership Team. Overseeing the day to day student support life of the school. To ensure positive home/school links exist and oversee communications from the Student Support team with home. 	<ul style="list-style-type: none"> Ensuring common procedures and protocols across the teaching schools consortium. Secondary Lead for Halterworth partnership. Oversight and quality assurance of the Trainee teacher programme. Lead Practitioner mentor & Middle Leader induction and training. In faculty paired observations. Co-leadership of the strategic provision to improve further, the quality of leadership. SLT link Year 11. 	<ul style="list-style-type: none"> The induction of NQTs, the Year 2 & 3 programmes, the induction of all new staff. Oversight of the after school and out of hours activities programme and its publication to parents. Embedding Habits of Mind. Support and guidance of curriculum leaders in achieving high standards. Promoting the school in the social media environment SLT link Year 7 	<ul style="list-style-type: none"> Evaluating the effectiveness of the extended learning programme in contributing to the wider learning of pupils. Implementation of Real-smart and Google classrooms. Educational Visits Co-ordinator – Policy and practice. SLT link Year 9
Line Management	3 x Student Support Workers	MFL/ Trainee teachers.	Performing and expressive Arts	
Policy Responsibility	Behaviour for Learning (with DHT)	School Council procedures		Assessment and Home Learning - co responsibility Educ. Visits Policy
School Improvement	SEF section 2–Behaviour and Attitudes to learning	SEF section 4 – Leadership	SEF section 1– Q of E	SEF section 1 – Q of E
Meetings *denotes Chair	Staff, SLT Personal Development, Behaviour & Welfare committee - some	Staff SLT	Staff SLT Q of E (some)	Staff SLT Q of E (some)
Event Attendance *denotes lead	SLT Conference Open Evening Certificate Presentation Evening School Concerts Yr 6 Induction evening*	SLT Conference Open Evening Certificate Presentation Evening Parents' Evening Yr 6 Induction Evening	SLT Conference Open Evening Certificate Presentation Evening Parents' Evening Yr 7 Carol Service*	SLT Conference Open Evening Certificate Presentation Evening School Concert Parents evening Yr 9
Duties	All Day Duty - shared	All Day Duty – shared	All Day Duty - shared	All Day Duty - shared

Staff Dress Code

1. Staff are expected to wear clothing appropriate for a secondary school environment where we act as role models for young people.
2. Staff should dress appropriately to the context of their role. For example:
 - a. Teaching, Learning Support, Student Support and Office colleagues should wear smart business attire. For example:
 - i. Male colleagues should wear a shirt and tie
 - ii. Female colleagues should wear clothing which is professional. Very short skirts and low cut tops are not appropriate for a school setting
 - b. Staff leading sports activities should wear appropriate sportswear which includes The Romsey School logo. Footwear should be appropriate for the sports activity
 - c. Staff taking part in other practical activities may wear clothing appropriate to the activity
 - d. Support staff who work actively around the site (and whose role is of a manual or technical nature) are expected to wear a uniform which includes The Romsey School logo
3. Staff must avoid informal clothing. Therefore strappy vest tops, beach wear, jeans of any colour, leggings or denim attire are not permitted. Equally very tight fitting clothing is not appropriate.
4. For Health and Safety reasons, footwear should be secured at the heel with either straps around the heel or a heel fitting. Flip flops, plimsolls and beach style shoes are not permitted.
5. During the summer months when the temperature rises, staff should be mindful that the pupils still wear the same uniform all year round. Staff attire should therefore continue to be smart and appropriate for secondary education environment as indicated above.
6. Staff should remove any facial piercings [including from the tongue] when in contact with pupils and parents. Any tattoos (including temporary tattoos and henna) should be discrete or hidden with appropriate clothing when in contact with pupils and parents. If tattoos can't be covered with clothing then plasters should be used instead. If hair is dyed, it should be of a natural hair colour. If you wish to use Henna for special religious/cultural reasons we ask that you work with us by requesting special permission from the Headteacher prior to using it. This would then be approved on a case by case basis.
7. Staff must follow Health and Safety advice when engaging in more hazardous work. For example, protective clothing should be worn when using chemicals and all site staff should wear hard toe capped boots or shoes at all times.
8. Staff are permitted to dress more casually on INSET days when the pupils are not in school.



Application Information

SAFER RECRUITMENT - Gateway Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks.

DATA PROTECTION - Data Protection Act 1998. You should be aware that the information you have provided will be stored on GMAT/The Romsey School secure database and will only be used to process your application. It will not be passed to any other organisation

PRIVACY NOTICE - The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the school to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

You have some legal rights in respect of the personal information we collect from you. Please see the Schools website for further details on their privacy notice and data protection policy.

You can contact the Schools Data Protection Officer if you have a concern about the way they collect or use your data.

WHAT TO DO NOW - Candidates should complete the application form and return it either by post to the address below or email: jobs@romsey.hants.sch.uk so it is received no later than noon on Monday 10 February 2020:

HR Manager, The Romsey School, Greatbridge, Romsey, Hampshire, SO51 8ZB

Applicants should complete the application form and write 2 sides of A4 sharing their philosophy of education and how this has been incorporated in their current role. Please provide evidence of impact of your actions and how your actions have made a difference both academically and socially.

SELECTION PROCEDURE - The shortlist will be drawn up during w/c 25 February 2020 and the selection process will take place on Tuesday 10th March and Wednesday 11th March 2020. Further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days after the short-listing date whether they have been successful or not. Failure to send your application form to the above address may invalidate your application.

EQUALITY MONITORING - All applicants will be required to complete an Equality Monitoring form

RECEIPT OF APPLICATION - Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the HR Department immediately on 01794 512334.

POSTAGE - Insufficient postage occasionally leads to application forms being received after the closing date for application has passed. To avoid this, please ensure that you attach the correct postage to your application. Please be aware we are unable to receive hand delivered mail outside normal office hour's 9:00am- 4.30pm (4:00pm Friday). Emailed applications are acceptable, but please do not send both paper and electronic applications.