



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

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

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

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

Key Duties:

- Monitor and line-manage year leaders to ensure continuity, progression and transition across all key stages
- Monitor attendance across Key Stages 3 & 4 and ensure pastoral teams undertake timely actions.
- Monitor Persistent Absence across year groups and undertake timely interventions
- Lead on all aspects of the admissions interviews protocol arranging/meeting/monitoring the mid-year transition process

The successful candidate will:

- Have a good honours degree – Desirable or be education to A-level standard
- Have experience of managing other employees' performance
- Be able to work on one's own initiative and balance competing priorities

Job Specifics:

- **Start Date:** October 2019
- **Salary:** L7 scale point 26 – M2 scale point 32 - £29,636 - £34,788 (FTE) / £25,646 - £30,105 (Pro Rata)
- **Job Role:** Full time, Permanent, Term-time only

Why work for The Stockwood Park Academy:

- £30 million state of the art modern facilities with well-equipped classrooms
- You will be working alongside charismatic, supportive and genuine colleagues and Senior Leadership Team who want to see you succeed and thrive
- A staff wellbeing team that implements various strategies to boost staff engagement including various activities, events, conferences and many other staff benefits
- Unparalleled CPD and training opportunities with cross trust and national development programmes
- Excellent opportunities to develop and grow in a successful and expanding Academy

HOW TO APPLY

Closing Date: Monday 30th September at 12pm **Interviews:** TBC

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

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

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please email academyrecruitment@thesharedlearningtrust.org.uk.

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

RECRUITMENT TIMELINE

9 September	Position is advertised
30 September	Closing date for applications (12pm) References will be requested at this stage
TBC	Interviews

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

SAFEGUARDING

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

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

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

Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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



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INFORMATION FOR APPLICANTS:

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



WELCOME TO STOCKWOOD PARK ACADEMY



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

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

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

– *We recruit people for attitude and train for skills*

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

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

We aim to recruit staff who:

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

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

With best wishes,

Cathy

WELCOME TO STOCKWOOD PARK ACADEMY



Dear Applicant,

Thank you for your interest in our Academy.

As a new principal, I know well the excitement of considering a new challenge and all that it can bring. We welcome visits to the academy prior to application, as we are proud that:

- Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably.
- Our staff are highly qualified and work tirelessly in the pursuit of world-class progress for all our students.
- The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

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

If you want to lead in a highly effective team, contribute to raising standards and aspirations of young people then Stockwood Park is the place for you!

We look forward to your application and meeting you soon!

Warm regards,

Richard Found

ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi academy trust, which comprises five schools based in Luton and Central Bedfordshire:

- The Stockwood Park Academy, Luton, ages 11-19
- The Chalk Hills Academy, Luton, ages 11-19
- The Linden Academy, Luton, ages 4 - 11
- The Vale Academy, Dunstable, ages 2 – 11
- The Rushmere Park Academy, Leighton Buzzard, ages 2 - 9

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

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

VISION & VALUES – *‘Strive, Achieve, Believe’*

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students can achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

ABOUT THE STOCKWOOD PARK ACADEMY

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

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

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

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



CPD AND TRAINING- *We invest in you!*

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

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

We currently offer:

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

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

TEACHER TESTIMONIALS

"What I really felt here more than anywhere else was that the welcome was extremely warm, and the team wanted to develop me and nurture me as a leader, a professional and a teacher. They have given me the opportunity to go on to the national leadership course, which allowed me to nurture my own leadership skills and learn a whole host of different things, which I had not had the opportunity to learn before. At Stockwood, we really believe the CPD should be personalised at whatever level you are at and whatever level you come into the Academy. If you are an NQT or Unqualified, we really nurture the talent you have, and we will help you gain QTS and complete your NQT year. We have also put together a rolling CPD programme every Thursday night so that people are really supported. We believe that nurturing talent upwards is important, whether that's pastoral care, curriculum care, teaching and learning and then moving into SLT. We have middle leader and senior leaders' courses and send people out on National Accreditation. Stockwood Park Academy have really helped me develop my skills and I'm very lucky that I have a team of people that I know I can develop myself and still do my day to day job."

Helen Palmer, Assistant Principal for Teaching and Learning

"Since the first day I walked into my interview and over the past 4 to 5 years, Stockwood Park Academy have provided many opportunities to me. They have been really supportive, the in-house CPD sessions they provide, the leadership from above and the supportive nature of the teams that I have been a part of has really helped me develop my professional conduct, my character and my ability as a teacher and leader."

Joel Toomer, Assistant Principal

"I have been at the Academy since 2000, I started as an unqualified teacher and was supported through the Graduate Teacher Programme. Very soon after I gained my QTS, opportunities arose to get into new roles. I started as Gifted and Talented Coordinator, then I became Head of Department for PE and then I wanted to develop into a pastoral role where I became a House Leader. Then came the opportunity to become an Assistant Principal and I was encouraged to go for that role, so I took the leap and now I'm the Assistant Principal for Personal Development, Behaviour Management and Welfare. There is a whole range of CPD on offer with a dedicated Teaching and Learning team who will provide personalised CPD, personalised areas for development for members of staff. In addition to that, they have a number of courses they provide, I've gone on the 'Outstanding Teacher Programme' and developed my own teaching and helped me feel secure in the position I was in. Stockwood Park Academy have already begun supporting with my next step up moving into a Deputy Head or Vice Principal role."

Iain Temple, Assistant Principal

JOB DESCRIPTION

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

Title: Senior Head of Year

Salary: L7 – Scale point 26 – M2 – Scale point 32 - £29,636 - £34,788 FTE
/ £25,646 - £30,105 Pro Rata

Line-management: KS3/4 HOY (Year 10)

Vision and Purpose

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

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

PERSON SPECIFICATION – Senior Head of Year

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

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

