

PINNER

HIGH SCHOOL



FOUNDING HEAD OF SIXTH FORM ASSISTANT HEADTEACHER

CANDIDATE INFORMATION PACK 2019/2020

Inspiring Learning

Dear Applicant,

I could not be more excited about Pinner High School, past, present and future. It is brilliant to lead a growing school in an aspirational and involved community. The future is exceptionally bright.

The role of Founding Head of Sixth Form at Pinner High School is as exciting as a role in education can possibly be. The school was rated 'Outstanding' in all areas this summer. It has brilliant staff, fantastic students, supportive parents and an engaged wider community. Many of the Governors and Trustees of the school are expert school leaders, committed to our success.

The person who will be our first Head of Sixth Form will also be an Assistant Headteacher. They will be a key member of the Leadership Team always striving for even greater heights. Our young people deserve the best, and the Head of Sixth Form has the power to turn this into something tangible: a new sixth form as it should be, not as it has always been. You will lead our first Head Students, our first A Level results, and our first university applications. This has the potential to be a career defining role.

Whilst setting up Pinner High School is immensely rewarding, establishing a new school is certainly challenging. Before opening I created a uniform, met with our local Councillors and Member of Parliament, selected the type of flush mechanism for the toilets, and developed expertise in drainage solutions for DT classrooms. Now open for three years, the school feels much more familiar, but a role at Pinner High School is a varied one that will expand your professional horizons. Our first group of students are our trailblazers, and new colleagues will need the same pioneering mindset.

I am well aware that no matter how strong the foundations, an organisation is only as good as its people. The Pinner High School that we continue to build together is one where colleagues are valued for the contributions they make to the lives of the young people we serve, and are recognised for the opportunities they provide for our students. Over 800 people have applied to work at the school since it was proposed, and I have exceptionally talented and hardworking colleagues. We achieved the Investors in People Health and Wellbeing Award in our first year of opening, and new members of staff will share a commitment to a healthy work-life balance. We are 'Stonewall School Champions', have the Silver Arts Mark and the Bronze Eco Schools Award. You will need to be supportive of these programmes.

If Pinner High School sounds like it is right for you, complete the application form in full and submit a personal statement, of no more than two sides of A4. In your personal statement explain why you want to work with us and why you are the best person for the role. Applications must be emailed to careers@pinnerhighschool.org. Please include your name and the post you are applying for in the subject line of the email and in the file name with which you save your application.

I look forward to hearing from you.



Chris Woolf
Headteacher

Founding Head of Sixth Form; Assistant Headteacher

Reports to:	Headteacher
Start date:	1 st June 2020 (or by negotiation)
Salary:	£54,571 (L10) - £59,833 (L14) dependent on experience
Contract:	Permanent
Closing date:	9am 14 th November

Interview date: 28th/29th November

We encourage you to read our website carefully and familiarise yourself with our prospectus, this candidate information pack and the application form for the post.

Pinner High School opened in September 2016 with 150 Year 7 students. We will admit 180 Year 7 students each year; so having 900 Year 7 – Year 11 students in 2020/21. Our onsite sixth form, for up to 250 students, will admit its first Year 12 students in 2021/22. Pinner High will have its full complement of year groups in 2022/23. There will be 12 additional places for students with Autistic Spectrum Disorder. (So the total roll will be 1,162 if all year groups and the ASD places are full). Pinner High School is located on Beaulieu Drive, HA5 1NB. The site is adjacent to the site of Cannon Lane Primary School, which is currently expanding from 3 forms of entry to 4.

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. These high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011, and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing / regeneration project in Harrow on the site of the current Kodak site.

The following job description is not necessarily exhaustive; it will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the post holder.

While this post is expected to be based predominantly at Pinner High School it may involve work with, and at all schools within, the Trust as the Trust develops.

INTRODUCTION

At the heart of a successful school is the provision of high quality teaching and learning, the effective use of resources, improving standards of achievement for all pupils and the promotion of pupils' personal development and well-being. All colleagues play a key part in this provision by a commitment to the school's ethos, by working effectively for the benefit of our students. In this way, s/he assists the school in reaching its targets and objectives.

JOB DESCRIPTION:

CORE PURPOSE

- To provide excellent leadership and high quality management, enabling the school to realise its strategic intentions as determined by the governors and Headteacher;
- To assume overall responsibility for all aspects of establishing an 'Outstanding' Sixth Form;
- To assume overall responsibility for the academic progress and pastoral care of all 6th Form students;
- To participate in the recruitment and appointment of the sixth form staff;
- To support the Headteacher in securing the continued improvement and success of the school;
- To liaise with other Heads of Sixth Form in the Harrow Sixth Form Collegiate;
- To be a role model for Sixth Form excellence.

Managing the organisation:

- Assist with the development and promotion of policies and procedures that ensure the school's distinctive ethos and aims are reflected in our practice;
- Assist in producing and implementing clear evidence-based improvement plans and policies for the development of the school and its facilities;
- Ensure that operational systems relating to teaching and learning, health and safety, student welfare and safeguarding are implemented and working effectively;
- Ensure that the School is aware of, and able to lead on, curricular issues as they affect post-16 students at national and local level, such as proposed changes to qualifications;
- Liaise with the Heads of Year to monitor baseline data, progress and outcomes of students, helping them to make decisions about curricular provision as appropriate;
- Liaise with the Heads of Year, and other Senior Leaders, to ensure that the SEN support needs of students are met;
- Liaise with the Head of Year 11 and SLT to advise on students' selection of 6th Form courses;
- Ensure effective assessment, reporting and recording in the 6th Form;
- Oversee the Admissions process in conjunction with the 6th Form Team and SLT, ensuring that the composition of the 6th Form is in line with school targets;
- To develop the programme of information, advice and guidance;
- Oversee the support provided to pupils through the university applications process, including the reading of personal statements, production of UCAS references, attending and organising the talks by admissions tutors, the Careers Fair and other relevant events;
- Oversee the management of Results Days, ensuring that students are supported through adjustment, clearing or reapplication as appropriate;
- Support the progress and development of the 6th Form team in conjunction with line managers;
- Lead the coordination, recruitment and retention of 6th Form students of the appropriate calibre, and the student induction process;
- Take overall responsibility for the discipline and pastoral care of pupils in the 6th Form, and supporting staff in all situations;
- Manage the provision of opportunities for developing student leadership and resilience;
- Monitor attendance, punctuality, dress and behaviour of the 6th Form at all times;
- Ensure that pastoral information about pupils in the 6th Form is effectively maintained and shared as appropriate;
- Oversee 6th Form communication including the school website, school calendar and parental communications;
- Deputise for other members of the senior leadership team and assist other members of the school's wider leadership group as appropriate;
- Undertake specific, significant roles in the leadership and management of the school.

Leading, Teaching and Learning:

- Be an outstanding practitioner and role model for teaching and learning, displaying a deep understanding of how young people learn;
- Be outstanding in the use and analysis of data and have the ability to lead on CPD with staff and Governors;
- Ensure that all students have equality of opportunity and can work to their optimum;
- Ensure a consistent and relentless school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning;
- Lead, develop and enhance the teaching practice of others with a focus on effective differentiation;
- Ensure that learning is at the centre of strategic planning and resource management, including the use of pupil premium;
- Establish creative, innovative, responsive and effective approaches to learning and teaching in all areas of the curriculum;
- Implement strategies which ensure the highest standards of behaviour and attendance for all groups of students;
- Monitor, evaluate and review classroom practice and promote improvement strategies to ensure all groups of students achieve;
- Challenge underperformance at all levels and ensures effective corrective action and follow-up;
- Ensure that appropriate provision for students, relative to their need, is effectively delivered.

Shaping the Future:

- Work within the leadership team to develop our educational vision and strategic direction and ensure this vision is clearly articulated, shared, understood and acted upon effectively by all;
- Act as a key driver of development and change;
- Take the lead role in developing and implementing whole school improvement areas;
- Lead, innovate and inspire others to make an impact particularly on the educational progress of all groups of students;
- Act as a role model to promote the school's ethos and vision both within school and to our wider community;
- Motivate and work with others to create a shared, high-expectation culture and positive climate, where colleagues are prepared to be innovative and creative in their teaching;
- Ensure creativity, innovation and other transformational activities raise standards across the school, particularly with students who have greater difficulty accessing the curriculum;
- Communicate well with all stakeholders to secure the success of new initiative.

Developing self and working with others:

- Assist with building capacity amongst teaching and support colleagues to deliver and sustain the highest quality outcomes;
- Treat people fairly, equitably and with dignity and respect to create and develop a positive school culture of personal responsibility and the celebration of excellence;
- Take a lead role with other senior leaders across the school for ensuring that staff CPD needs are both identified and supported;
- Coach and support the development of leadership and management skills in others;
- Develop and lead CPD linked to your areas of whole school leadership;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals;
- Ensure clear delegation of tasks and devolution of responsibilities;
- Develop and maintain a culture of high expectations for self and for others;

- Regularly review own practice, set personal targets and take responsibility for own personal development.

Securing accountability:

- Monitor, review and be accountable for the continued, effective work of all staff for whom the post-holder is responsible;
- Identify areas of underperformance and/or further development and ensure that colleagues are supported and challenged appropriately;
- Contribute to the whole school review, monitoring and evaluation cycle including lesson observations, learning walks, data analysis and review meetings;
- Contribute to the relevant sections of school self-evaluation and improvement planning;
- Attend Governing Body meetings for appropriate items.

Strengthening community:

- Create and maintain an effective partnership and good communication with parents and carers to support and improve students' achievement and personal development;
- Engage parents in their children's education, particularly hard to reach families and those with access needs;
- Develop communication both within the school and the wider community;
- Build a school culture and curriculum which reflects diversity and promotes positive strategies for challenging discrimination of any kind;
- Ensure learning experiences for students are linked to, and integrated with, the wider community;
- Support the events and activities which involve students, families and communities beyond the school day.

Accountabilities:

This position will also involve taking on other appropriate roles and duties as and when directed by the Headteacher.

NOTES

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

All postholders are expected to be aware of and comply with policies and procedures relating to health and safety and security, confidentiality and data protection, reporting all concerns to the Headteacher and/or Line Manager as appropriate; ensure compliance with your responsibilities as laid out in the Pinner High School Equal Opportunity Policy and take an active role in promoting equality and diversity; promote the school's policy on behaviour and punctuality for learning, and a commitment to providing a caring and stimulating environment and improving standards for all pupils within the school.

The postholder may be asked by the Board of Trustees, Local Governing Body or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by the Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by the Trust are required to reflect and model the ethos and values of the Trust. All staff employed by the Trust are required to respect the confidentiality of information relating to students, their families, and staff.

Pinner High School and Harrow Academies Trust are committed to safeguarding and promoting the welfare of students. Successful applicants will be required to undergo an enhanced Disclosure and Barring Service (DBS) check.

PERSON SPECIFICATION

Education, Qualifications and Training	Essential	How Identified
Good honours degree	Yes	Application
Qualified Teacher status	Yes	Application
Experience	Essential	How Identified
Practises outstanding innovative teaching techniques.	Yes	Application Interview
Experience of curriculum innovation and development.	Yes	Application Interview
Experience and understanding of a range of approaches to teaching and learning and of sustained raising of achievement.	Yes	Application Interview
Experience of developing teaching and learning strategies to meet the needs of all students and their continuous improvement.	Yes	Application Interview
Experience of school self-evaluation and how this can impact upon raising standards of achievement.	Yes	Interview
Experience and expertise in the effective use of data and the analysis of data with the confidence to lead and develop others.	Yes	Application Interview
Knowledge, Skills and Abilities	Essential	How Identified
In-depth knowledge and understanding of safeguarding	Yes	Interview
Demonstrates 'excellence' and uses initiative and creativity to innovate.	Yes	Interview
Demonstrates a clear understanding of school self-evaluation and how this can impact upon raising standards of achievement.	Yes	Reference Interview
Demonstrates outstanding leadership skills.	Yes	Application Interview
Evidence of leading a team where student progress and outcomes are outstanding.	Yes	Application Interview Reference
Evidence of high level team building and team management skills to lead, motivate and inspire staff and the full range of students.	Yes	Application Interview
Ability to think and plan strategically to implement a vision.	Yes	Application Interview

Ability to develop and sustain excellent relationships with all stakeholders, including students, teaching and support staff, parents, Governors, LA representatives, external agencies and members of the community, gaining their commitment to the vision of the school.	Yes	Application Interview Reference
Ability to make significant contribution to whole school initiatives and developments.	Yes	Reference Interview
Ability to use comparative data to make judgements and decisions.	Yes	Application Interview
Competent in use of ICT to enhance learning, monitor progress and improve administration.	Yes	Application Interview
Personal Qualities	Essential	How Identified
Personal integrity and the ability to inspire it in others.	Yes	Reference Interview
Believes in the importance of effective team work with a collaborative approach, capable of building supportive working relationships with colleagues.	Yes	Application Interview Reference
Ability to communicate effectively orally and in writing with students and adults, using negotiation and consultation.	Yes	Reference Interview
Commitment to working practices designed to create equal opportunities for all.	Yes	Interview
Commitment to inclusive education and ensure the progress of all groups of students.	Yes	Interview
Commitment to their own personal development and that of other staff within the school.	Yes	Reference Interview
Enthusiastic, dynamic, creative and strategic	Yes	Reference Interview
The commitment necessary to meet tight deadlines.	Yes	Reference Interview

October 2019