

Recruitment Pack



St. Crispin's
Excellence for all



Assistant Headteacher



St. Crispin's School is part of The Circle Trust, company number 11031096,
registered at St. Crispin's School Wokingham, Berkshire, RG40 1SS Tel: 0118 978 1144

Welcome to St. Crispin's

Dear Applicant,

Thank you for requesting details for our Assistant Headteacher post. I hope you find what you read helpful in making your decision to apply.

St. Crispin's is a popular and successful school. Our school motto is "Excellence for All" and this encapsulates our commitment to do our very best for both our students and staff. This post comes about with Sue Pearson our current Deputy Head stepping down from senior leadership. I am absolutely delighted that Sue will not be leaving us but instead will take up a new role as part time teacher of Psychology. This is a pattern that we offer in our school called "stepping down but not stepping out!". To keep a teacher and colleague of Sue's calibre in the school is excellent.

This change has given me the opportunity to restructure the team and from September 2020, we will have a Senior Deputy Head, Deputy Head, three Assistant Headteachers and our School Business Manager as the Senior Leadership Team. This restructure will allow for the review of all allocated roles in the team and so in terms of this appointment I am looking for the right calibre of leader rather than a specific skill set. Therefore this new Assistant Headteacher post offers a degree of flexibility and negotiation regarding specific responsibilities to match the skills and experience of the successful candidate with the existing team.

Our school is a well-ordered and friendly environment: it is a good place to lead. I hope that having read the details, you feel it is a place where you feel you can make a contribution and we in turn can support you to do so. St. Crispin's is a founding school alongside Nine Mile Primary School in the creation of The Circle Trust www.thecircletrust.co.uk and being part of a Trust offers wonderful collaborative opportunities across schools.

Visits to St. Crispin's are warmly welcomed but are definitely not a prerequisite! I perfectly understand that applicants will already hold demanding roles and cover away from school is not always possible. Part of the interview process (interviews to be held on 30th and/or 31st January 2020) will involve a tour of school and individual meet and greet with myself as Headteacher. Therefore and to make sure that we are being fair to all candidates I myself will not meet prospective candidates prior to the formal interviews instead those that can visit will have a tour with one of our SLT with an opportunity to ask any and all questions!

This is an exciting time for St. Crispin's, there is no doubt in my mind that the appointment of such a senior post is vitally important for the school so I hope the additional information we have enclosed is useful and helps you get a flavour of the school. Should you decide to apply, and I hope you do, please complete the application form on the St. Crispin's website and write a short letter of application (no more than two sides of A4) outlining your experience and reasons for applying.

If successful, you will be joining a terrific group of highly professional staff who work hard but also, enjoy time together.

Best wishes

Ginny Rhodes



About us

St. Crispin's is a mixed comprehensive secondary school. We offer students of all abilities and interests the opportunity to be the best they can be. Ofsted describe us as a good school with outstanding leadership and exemplary student behaviour.

We believe in promoting excellence, while providing an atmosphere in which our students can learn, enjoy, grow and show support to others. We have a strong focus on the basics: excellent learning and teaching, a safe disciplined environment and an ethos which promotes the highest aspirations. Good qualifications are the key to a young person's future success and for this reason they are our main priority. Nevertheless, developing young people to become well rounded, articulate, confident and happy is of equal importance.

We have a team of committed staff that provides support, challenge and expertise, enabling every student to achieve.

On 1st February 2018, St. Crispin's converted to an academy and became part of www.thecircletrust.co.uk.

Our trust was created to serve the local area and be geographically committed to surrounding counties. It was borne out of a desire that all children and young people have an excellent well-rounded education and flourish in first-rate schools where the best teaching, the best facilities and the most up-to-date resources are made available to them.

Current NOR of 1174.

London Road, Wokingham, Berkshire, RG40 1SS. Tel: 0118 978 1144

www.crispins.co.uk

St. Crispin's
Excellence for all



Curriculum and Examination

St. Crispin's is a high achieving and successful school offering a broad and balanced curriculum for the local community of Wokingham. We are an inclusive school with a wide range of abilities in all year groups as well as a higher than average number of special educational needs students on roll.

A student's timetable is organised across a fortnight, with 25 periods of one hour lessons each week. There are five lessons each day. All lessons are taught in mixed ability groups in Key Stage Three except within the core subjects of English, Maths and Science. During Year 10 and 11 students are taught in mixed ability classes for options subjects and again set by ability in the core subjects for English, Maths and Science. We operate a two year Key Stage Four to allow all students a broad and valuable curriculum up to the age of 14 years old.

During registration students hold conversations with their tutor regarding their attendance, wellbeing and behaviour. We have also include a PSHCE programme into these morning sessions that focus on several key areas such as work related learning, health (mental, sexual, stress, anxiety, drugs and alcohol), life skills (finance, study and organisation skills) and British values. Where additional time is needed for topics to be explored in depth, part or all of a day's timetable will be set aside for year groups.

At KS4 Wellbeing lessons form the 'Core' Physical Education program. Students will have three distinct lesson themes each week which will aim to help individuals enhance their own physical and mental wellbeing whilst also developing a range of leadership skills and lifelong good habits. Students in KS3 follow a well-rounded PE curriculum.

A wide variety of enrichment and extra-curricular activities is on offer to all students. Across the year, many educational visits are organised, including three trips days. Lunchtime and after school activities provide students with additional opportunities to develop their skills and understanding of the world around them.



Curriculum and Examination

Identified students are offered the opportunity to have additional support with literacy and numeracy in The Bridge. These students are withdrawn from selected lessons to be given support in a small group to complete an Award in Job Search and Interview Skills. In Key Stage Four additional support is available for students who have been identified by a department as not having made sufficient progress. The Intervention Assistants, who are subject specialists, support students in English, Maths and Science. Students could be asked to attend sessions during registration or Wellbeing lessons throughout the year.

St. Crispin's students have had a sustained and high achievement at Key Stage Four over the last three years:

- The school have been above average for Progress 8 for the last three years, putting the school in the top 25% of schools nationally.
- Attainment is also high when compared to other schools with the Attainment 8 in 2019 at 54.25, almost eight grades per student above the national average. The schools Attainment 8 has been well above the national average for the last three years.
- Students also achieve well in English and Maths. 62.8% of students at St. Crispin's achieved at grade 5 and above. This is nearly 20% above the national average in 2019. The English and Maths departments very high performing departments and consistently over the last three years with Reformed GCSEs.
- The EBACC is available for all students to follow and achieve. However we do not insist that students should opt for a language and a humanities subject at the end of Year 9, to accompany the compulsory core subjects of English, Maths and Science.

At Post 16 St. Crispin's has a thriving Sixth Form based in a new purpose built building. Over the last two years, the number of students in the Sixth Form has grown steadily with students attracted by the excellent environment for learning, small class sizes and a broad offer of A Level and BTEC subjects. The school is also proud of the pastoral and careers advice and support given to students, many of whom progress on to some of the top universities or apprenticeships. A clear note of this success of the Sixth Form is that nearly all students will complete their courses once they have embarked upon them.

The results for Post 16 students are in line with the national average, with a number of our departments performing in the top 20% of departments nationally. In particular Science subjects, Economics and Business and Drama have value-added results comparable to the best departments in the country.

Additionally St. Crispin's hosts a specialist provision "The Oaks" for five students per year group with ASD.



Pastoral System

St. Crispin's is a heavily oversubscribed mixed 11-18 secondary comprehensive school which serves the town of Wokingham. Currently our year groups are made up of 200 students with 7 tutor groups in each and a Head of Year who will stay with them for their 5 year journey. Each year group is also line managed by a member of the Senior Leadership Team.

Our school ethos for many years has been 'Excellence for All' and it is very much at the heart of all that we do, not just a statement without intent. Indeed, with this we strive for 'Excellence **from** all' to ensure that there is a positive culture within our community to be the best that we can. We work to ensure that the students not only leave with the best possible academic results that they can be proud of but also to ensure that they have key skills for the working world which are individualised to their needs and whatever path they wish to follow. We attempt to showcase as much as possible enrichment that is beyond the classroom and stakeholders speak highly of the opportunities that the school offers. We collapse the curriculum each term for each year group to develop key life skills and virtues such as respect and resilience.

Our commitment to preparing young people for the wider world is reflected in not only our NEET figures but the increasing number of young people that choose to stay at the school for their post-16 studies as well as the number of external students that join us for the Sixth Form as well as in the main school.

We firmly believe that to ensure young people leave school as well rounded individuals, it is important that staff act as role models. We place a huge emphasis on building strong relationships and rapports with the students and use a restorative model when repair of these is needed.

In late 2014, school 'rules' were replaced with Rights and Responsibilities. Although this is a document in itself, its purpose was to embed a new culture within the school where students recognise that whilst they do have rights such as 'to learn' and 'to be heard', they also have a responsibility to respect one another as well as the wider community. Staff were fully engaged in the process of establishing these so their voice was heard and they were adapted to ensure that they reflect the views of the majority.



Pastoral System

These rights and responsibilities underpin the behaviour procedures which staff are constant in implementing. At their heart, these procedures are restorative based. Where low-level behaviour occurs, students are given the opportunity to correct this, reflecting on how their behaviour affects others. Should behaviours continue, one of the final actions is an SLT call out which once actioned, leads to a student spending 30 minutes after school with the member of SLT who collected. This alone is not a sanction as the time is spent reflecting and for the students to appreciate the impact their continued poor behaviour has had and how this could have been different at various stages through the behaviour procedures. In terms of achievement, they provide a platform in which staff are encouraged to reward students for positive behaviours and showing respect for our community.

In terms of higher level sanctions, the school has not made a fixed term exclusion since February 2014 as we have established the Reflection Room, a safe place for students to be placed where they would previously have received a FTE. The area is different from an isolation room in that staff cannot send students there and only the Headteacher has the power to put a student in there for a minimum of one day. There is a formal process where students, with parents, meet with Headteacher at the start of the day (before the main body of the school arrive) and the student stays in the room after the end of the school day. During this period, all work from lessons is sent to the room so that students do not lose out on curriculum time and during the afternoon, they work with a trained restorative practitioner to reflect on the incident and how they should act in future should they be in a similar situation. Further to this, the student will apologise to the victim in some form and understand the impact of their actions. This procedure has led to a huge reduction in the number of repeat 'offenders' as they are able to learn from their mistakes and right their wrongs. It develops the focus on respect to and of one another.

To promote positive behaviour, each Friday morning, all tutor groups review a news article for the week which is sent out by the Sixth Form Senior Prefects. In discussion, students are given the opportunity to explore their own views and listen to others, understanding that although someone may have a different view, it does not mean they are wrong and their view should also be respected.

Throughout the school year, we hold focus weeks which will cover one of three aspects – not harming others, showing acts of kindness and respecting one another. The week will begin with an assembly to introduce the theme which is further developed through two lessons. During the Friday registration period, the news article will be related to this theme to allow further explorations.



SLT Responsibilities

Ginny Rhodes Headteacher	Andy Hinchliff Senior Deputy Headteacher	Sue Pearson Deputy Headteacher	Railton Blyth Deputy Headteacher	Mike Elward Assistant Head	Jamie Hudson Assistant Head	Debra Briault Business Manager
Chair: Extended SLT strategy meetings Full Teaching Staff Meetings Full Support Staff Meetings Local Advisors: FAB	Line Management Year 11 Maths English SEN Intervention Assistants Ma, En, Sc Curriculum Research Group Chair: Core SLT and HoDs Local Advisors: Curriculum and Pastoral	Line Management Sixth Form & Year 9 Science MFL PE Social Sciences Exams Local Advisors: Resources	Line Management Year 7 & 10 Geography Enriched Curriculum Student Leadership WRL/Careers TLR holders Chair: Heads of Year meetings Local Advisors: Curriculum and Pastoral	Line Management Art and Design Drama Music Library Local Advisors: Resources	Line Management Year 8 History Business Professional Learning Group Local Advisors: As required for PPG	Line Management Deputy Business Manager All Support Staff Local Advisors: Resources
Main accountabilities Vision Strategic priorities School Improvement Plan Self-Review: <ul style="list-style-type: none"> SEF OFSTED Budget: <ul style="list-style-type: none"> Planning, monitoring and best value self-review 	Main accountabilities Raising achievement KS4 Curriculum Strategic planning <ul style="list-style-type: none"> Review Model Support intro of new courses Staffing analysis Options Assessment Admissions	Main accountabilities Raising achievement post 16 More able Whole School and Sixth form marketing including Prospectus CPD: <ul style="list-style-type: none"> Plan and deliver according to SIP priorities 	Main accountabilities Pastoral care Lead Character education Behaviour: <ul style="list-style-type: none"> Analysis, reporting and intervention strategies for behaviour data including bullying, racist or homophobic incident 	Main accountabilities Computing induction of new teachers/ GCSE/A-level <ul style="list-style-type: none"> Trips Days Educational visits Coordinator NQT induction standards Social media 	Main accountabilities Timetable Pupil premium raising achievement strategy including academic transition and literacy report Tracking and Reporting Options: <ul style="list-style-type: none"> Year 9 to KS4 	Main accountabilities Budget: <ul style="list-style-type: none"> Construction Monitoring Best value measures Support staff <ul style="list-style-type: none"> Induction Performance management Premises

<p>Staffing:</p> <ul style="list-style-type: none"> Recruitment Deployment Welfare PRP <p>Exclusions</p> <p>External partners</p> <p>Special events</p> <p>Emergency procedures</p> <p>The Circle Trust</p>	<p>Intranet</p> <p>GDPR</p> <p>Data analysis:</p> <ul style="list-style-type: none"> Analyse School Performance Service (new Raiseonline) ALPS, Level 3 Value Added Tracker 4Matrix analysis FORVUS return Census returns Target setting <p>School Calendar</p> <p>School Website including compliance with statutory duty</p> <p>The Oaks</p>	<ul style="list-style-type: none"> Emerging and Established Leaders Liaise with Federation <p>Performance management</p> <p>Safeguarding</p> <ul style="list-style-type: none"> Deputy Senior Designated Person 	<p>Staffing</p> <ul style="list-style-type: none"> Induction Cover Assemblies Staff handbook <p>Deputy GDPR</p> <p>Transition</p> <p>Attendance:</p> <ul style="list-style-type: none"> Analysis, reporting and intervention EWO Monitoring of Registers <p>Safeguarding:</p> <ul style="list-style-type: none"> Lead Senior Designated Person Alternative provision FAPP Single Central Record E-safety <p>PTA</p> <p>Presentation evening</p>	<p>Break and lunchtime over sight</p> <ul style="list-style-type: none"> Statutory Duties Management and deployment of lunchtime supervisors Wet bell Field open 	<p>Pre-ITTCO work experience ITTCO</p> <p>Wheeler programme</p>	<ul style="list-style-type: none"> Strategic planning Health and safety Projects External bookings <p>Personnel</p> <ul style="list-style-type: none"> Contracts DSB Occ Health Single Central Record <p>Contracts</p> <p>IT business function</p>
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Permanent Associate Member of SLT	Permanent Associate Member of SLT	Associate Member of SLT	Associate Member of SLT
Rebekah Brumby	Carly Collett	Janet Barkat	Katie Longhurst
Main accountabilities	Main accountabilities	Main accountabilities	Main accountabilities
Membership of Extended SLT	Membership of Extended SLT	Membership of Extended SLT	Membership of Extended SLT
Attendance at SLT strategy meetings	Attendance at SLT strategy meetings	Attendance at SLT strategy meetings	Attendance at SLT strategy meetings
Participation as senior leader in whole school events e.g. Open Evening, Presentation Evening, other special events	Participation as senior leader in whole school events e.g. Open Evening, Presentation Evening, other special events	Participation as senior leader in whole school events e.g. Open Evening, Presentation Evening, other special events	Participation as senior leader in whole school events e.g. Open Evening, Presentation Evening, other special events
Lunchtime supervision	Lunchtime supervision	Lunchtime supervision	Lunchtime supervision
Substantive role: Head of Learning Support	Substantive role: Head of Sixth Form	Substantive role: Head of Art and Design	Substantive role: Head of Year

The quality of Education

Establish scholarly conversations, promoting the joy of individual subject specialism/authority and deepen pedagogical understanding.

Refresh St. Crispin's curriculum vision statement (Year 1 of 3 year objective)

Promote oracy skills via PIXL unlock pilot **with Year 9 and Year 12**

Behaviour and attitudes

Review changes to refreshed behaviour management arrangements, testing leadership consistency in terms of sanctions especially in relation to "call-out"/"walk out", use of detentions and appropriateness of cover work setting. Strongly promote opportunities for public praise and reward for students' good classroom attitude and behaviour

Review and reconfirm Alternative Programme provision and consider Family Liaison as an essential feature

Prepare for Relationship and Sex education new statutory duties for 2020

Personal development

Explore the principles of "house system" and if appropriate launch for Year 7 and 8 so that it works in synergy with whole school ethos, pastoral system and character education principles as well as exploiting opportunities for sport/competition, student leadership and fundraising

Ensure compliance with "Gatsby Benchmarks" in relation to work related curriculum

Promote (and track) at individual level young people in receipt of **PPG's participation in enriched curriculum opportunities**

Leadership and management

Ensure outcomes at all levels remain "above average" providing **additional challenge and bespoke opportunity for the more able** via PIXL Independence resources and the ISSP partnership with Wellington College

Keep staff a priority; embed directed time opportunity to promote well-being. Review key systems such as data entry/reporting seeking opportunities to reduce work load

Embed cultural attitude to GDPR requirements through training, sharing and learning from error and refreshing day to day-working practice

Sixth Form provision

Refine marketing to secure 200+ sixth form and actively seek funding for 2nd half of Sixth Form Block

Ensure the delivery of Careers Education (Gatsby benchmarks) and **plan relationships and sex education** as they relate to post 16 so that there is strong synergy with the main school approach whilst taking into account new students joining the Sixth Form



"Excellence for all" St. Crispin's School 3 Year Strategic Plan 2018 - 2021

Effectiveness of
leadership and
management

All stakeholders (our learners, our parents, our local community, OFSTED) judge St. Crispin's as an OUTSTANDING School

Fundamentally remain fully inclusive school, excelling in our support/opportunities/outcomes and provision for all learner groups

Retain our outstanding staff in the promotion of well-being and by seeking myriad of opportunity in promotion/development

To contribute to The Circle Trust playing a positive and proactive part in the provision for the young people in our community

Quality of teaching,
learning and
assessment

Keep learning and teaching based on research proven pedagogy at the heart of all we do

OFSTED section 8 letter 2017 improvement priorities: Improve the leadership of History and raise achievement in the subject particularly for disadvantage pupils; Continue to consolidate the improvements in Science outcomes; Improve further the rate of attendance for disadvantaged pupils

Review and continue to enrich and innovate the curriculum, maximising the use of Technology for learning

Personal
development,
behaviour and
welfare

Be zealous in achieving the highest standards of behaviour for learning

Develop the whole child; secure excellent academic outcomes and next steps in Education/Employment or Training whilst giving equal priority to providing enriching, varied and unique experiences with well-being an essential priority

Improve the fabric and increase the capacity of learning and social space for our learners

Outcomes for
Learners

Keep attainment and progress significantly above the national average especially closing gaps in performance between different groups of students specifically pupils' in receipt of the pupil premium and any other underperforming pupil group.

Develop and enrich our transition (Year 6-7, KS3-4 and KS4-post16) with laser sharp academic focus.

Provide further enrichment and challenge to the more able and the hard to educate groups

Sixth Form

Secure a vibrant Sixth Form to be in excess of 250+ students

Actively seek funding for the second half of the new Sixth Form block and/or the improvement of current facilities for learning, community areas and private study

Develop an academic pathway and secure associated funding for The Oaks at post 16

Join us

Assistant Headteacher Leadership Pay Scale 10-14

From 1st September 2020

Keen to further develop your leadership skills at a high attaining school with outstanding leadership and student behaviour described as exemplary by Ofsted?

As a dynamic, effective influencer with strong interpersonal skills and sound judgement who thrives in a fast-paced, changing environment, you will share our ethos of 'Excellence for All' which encapsulates our commitment to do the very best for both students and staff.



Our Assistant Headteacher will:

- Work in partnership with other members of the Senior Leadership Team to provide high level strategic, management and operational direction for the school
- Share the responsibility for setting, maintaining, monitoring and improving standards in the school
- Maximise the collaborative opportunities across the schools who form part of The Circle Trust.

In return, we offer:

- A welcoming, supportive and friendly work environment
- The flexibility to develop responsibilities that reflect your unique experience skills and interests
- A dedicated and talented staff who share our vision of 'Excellence for All'
- A highly committed and engaged governing body, staff, and parent community who are all strongly focused on the success of our school
- An ethos of valuing and caring for all members of our school community
- A commitment to continuous improvement and your professional development.

Closing date: 9am, Monday 27th January Interviews: Thursday 30th & Friday 31st January

Job Description

Salary: L10-14

Aim and main purpose of the job:

- To work in partnership with other members of the Senior Leadership Team (SLT) in providing high level strategic, management and operational direction for the school
- To share with other members of SLT the responsibility for setting, maintaining, monitoring and improving standards in the school.

General Accountabilities:

- To act as a role model in leading all staff in own excellent leadership, delivery of teaching and learning, continuous professional development and professional presence in the school
- To contribute to the creation and implementation of the Annual School Improvement Plan, Strategic Plan and the School Vision
- To contribute to the setting, monitoring and evaluating of pupil attainment and progress in KS3, KS4 and post 16 public examinations to make a measurable contribution to whole school targets
- To contribute to curriculum development to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme
- To contribute to the review of teaching and learning, monitoring the progress of all pupils to ensure they are engaged in their learning and achieve success
- To undertake a continuous and systematic review of the standards of leadership, teaching and learning across the school, consistent with the procedures in the school self review policy
- To contribute to the oversight and evaluation of the school budget to ensure it is spent in line with learning priorities and best value principles
- To share with the SLT in the operational work of the school specifically in day to day discipline, emergencies, parent contact, local advisor liaison and public relations



Job Description

- To ensure the best presentation of St. Crispin's School in the community
- To act as a Departmental Line Manager providing regular feedback for staff in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible impact on student learning
- To act as a Pastoral Line Manager actively implementing the key aspects of the school's behaviour and inclusion policies
- To follow statutory guidance and school policies e.g. Safeguarding
- To attend, prepare documentation and present information to Local Advisor meetings
- To be a Statutory Duty Team Leader
- To deliver assemblies within accordance with the devised rota.

Specific Accountabilities:

- Roles and responsibilities for the Senior leaders are reviewed each academic year in consultation with the Headteacher.

Details of Line Management:

- The post of Assistant Headteacher is line managed by the Headteacher
- As a member of the Senior Leadership Team this post is not subject to the directed time limitations attached to other teaching positions outlined in the Teacher's Conditions of Employment
- This description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post
- This description only contains the main accountabilities relating to this post and does not describe in detail all the tasks required to carry them out. All members of the SLT are expected to be flexible to ensure the most effective organisation and delivery of learning.

Notes:

- Whilst every effort has been made to explain the accountabilities of this post, each individual task undertaken may not be identified
- This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.



Person specification

Key Criteria	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> Degree Teaching qualification. 	<p>Higher qualifications e.g. MA or PHD</p> <p>Leadership training such as NSCL courses</p>
Competence Summary (knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> Substantial and successful experience of Middle Leadership The ability to present to staff and Local Advisors Recent experience of initiating and managing a significant change through to a successful conclusion The experience and ability to build positive working relationships with staff and students The ability to represent the school in a professional manner Proven leadership of a team Ability to maintain confidentiality and loyalty to a corporate decision High levels of communication skills (including ICT) Willingness to accept significant delegated responsibility Possession of a clear sense of direction and purpose, with the ability to implement and sustain decisions made. 	<p>Experience of leading or significantly contributing to whole school initiatives</p>

Person specification

Key Criteria	Essential	Desirable
Work related personal requirements	<ul style="list-style-type: none"> • Excellent interpersonal skills when dealing with pupils and parents • Sound judgment • Ability to be sensitive to other colleagues' opinions with ability to express own opinion in a professional manner • The capacity and commitment to contribute to whole school life • Committed to equality of opportunity • Able to respond flexibly and adapt to changing and challenging circumstances • Able to persuade, negotiate and influence others • Ability to maintain strict confidentiality of information received and processed as part of the job role. 	
Other work requirements	<ul style="list-style-type: none"> • Attend meetings of the Local Advisory Board • Ability to evaluate own development needs and those of others and seek learning opportunities to address these, share knowledge with others and encourage their development. 	



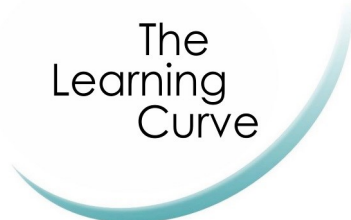
The Circle Trust, established in 2018, was created to serve the area of Wokingham and be geographically committed to the surrounding area. It was borne out of a desire that all children and young people have an excellent well-rounded education and flourish in first-rate schools where the best teaching, the best facilities and the most up-to-date resources are made available to them.

The Circle Trust is a community of schools that have shared values and an essential common ethos and vision for education and learning. At the centre of our work together is improving the educational outcomes for our pupils. We deliberately use the term “educational outcomes” to highlight that we value education in the widest sense whilst balancing our ambition to seek the highest academic performance. Currently, the Trust is made-up of three schools: St. Crispin’s Secondary School (neighbouring school to Westende), Nine Mile Ride Primary School and Shinfield Infant and Nursery School and continues to grow.

In the early days, we spent hours debating our name! We chose “The Circle Trust” as it symbolically reflects our approach, our way of working and indeed the ethos of how we operate. It is a name that is deliberately neutral and without association of a specific school. In our Trust, we know it is important to treat every school as individual and unique and feel strongly that a name shouldn’t be connected to a single institution. One of our core values is that of being inclusive and so we wanted our name to encapsulate all sorts of schools whatever their type or phase.

Collaboration is important to us. Being part of our multi-academy trust does not mean working exclusively within the Trust. We encourage schools to retain their relationships with other local and national partners. The Circle Trust is not, and will never be, a franchise model requiring schools to work in a regulated and specific way. We understand how to manage the balance between effective and efficient common systems whilst ensuring that the individual character and ethos of different schools is maintained.

We work in a very transparent way, where schools have the opportunity to influence and their views are taken into account. We don’t want to change schools, we want to help them be better. As a Trust we take this aligned approach and our ambition is clear, to improve the educational outcomes for children and young people.



Our Trust provides the support and infrastructure that schools need to enable them to develop and improve, and for the school leadership and their local governance to achieve their objectives for their school. At the heart of our Trust is access to school improvement advice and guidance. We call this package of support “The Learning Curve!” As an all-through Trust (5 years – 18 years) The Circle Trust is able to provide school improvement advice and strategy based on consistency and fluency in education.



We are able to create and promote an educational environment for the 21st century with wide-ranging opportunities for our students; accommodating a wider breadth of activities for the more able pupils as well as enabling primary age pupils to access the secondary phase specialist teacher, resources and facilities more easily. Bespoke strategies to address the 'dips' in learning usually associated with transitions and transfers from school to school which begin with the opportunity for mixed age work, stage not age and learner mentoring and exploits distinctive opportunities for flexible deployment for staff. Simply put, we promote the potential to stimulate the development of imaginative approaches, which focus on achieving high levels of success for all.

If you want to know a little more about The Circle Trust, some more information can be found on the Trust's website www.thecircletrust.co.uk

Ginny Rhodes, Executive Headteacher



St. Crispin's
Excellence for all





A guide to Wokingham

Wokingham has plenty to offer. Our historic market town is by no means standing still. We are coming to the end of a £100m town centre regeneration and the population continues to grow. We are often found at or near the top of surveys for the best place to live and the best place to raise a family.

There are plenty of options for being active in the great outdoors – we are in close proximity to excellent mountain bike trails, water sport centres, play areas, skateboard parks, dry slope ski slope, golf courses and bridle paths. We have lots of other ways to keep busy with nearby cinemas, ice skate rink, ten pin bowling and theatres.

Wokingham has a strong community spirit which is highlighted by the fabulous May Fair, International Street Concert, Food and Drink Festival and Winter Carnival. The town truly comes alive during these events to celebrate living in Wokingham. There are also plenty of community events, concerts and performances throughout the year.

We are lucky to benefit from transport links by road and rail to key towns such as Reading, Bracknell, Windsor, Basingstoke and Guildford as well as being just 40 miles from the centre of London and 25 miles from Heathrow Airport. Reading is an award-winning shopping destination in the Thames Valley region and is perfect blend of luxury and more affordable brands. Windsor is the home to world famous and official Royal residence Windsor Castle. Bracknell has just completed a multi-million pound regeneration to create a shopping and leisure destination.

Our region is home to many exciting events including world class racing at Ascot, family fun at Legoland, Championship Football at Reading and our neighbouring town of Windsor was the host of two Royal Weddings in 2018!

We love our town and we look forward to welcoming you.



WOKINGHAM
BOROUGH COUNCIL

Recruitment process

Safer recruitment:

St. Crispin's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are subject to enhanced DBS clearance and satisfactory employment references.

School visits:

We welcome and encourage visits to the school. Please contact Mel Knight—PA to the Headteacher to make an appointment. Email knightm@crispins.co.uk or Tel: 0118 978 1144.

Application form:

Please complete the application form on the St. Crispin's website www.crispins.co.uk/vacancies and write a short letter of application (no more than two sides of A4) outlining your experience and reasons for applying. Internal applicants please write a short letter of application as detailed above. Please email your application to knightm@crispins.co.uk

References:

We require two references from all candidates, one of which must be from your most recent employer. If you are short-listed, the school will contact your referees without further reference to you.

Closing date:

The closing date for applications is 9am, Monday 27th January.
Please email your application to knightm@crispins.co.uk

Short-listing and interviews:

All applications received by the closing date of 9am, Monday 27th January will be reviewed and those applicants that best meet the Person Specification will be invited for interview at St. Crispin's School on Thursday 30th or Friday 31st January. Unfortunately, due to the volume of applications we will only be able to respond to candidates who have been shortlisted.

Checks:

If you attend for interview you will be required to bring photographic identification, proof of the right to work in the UK and proof of qualifications.

Offer of employment:

We will make a verbal offer of employment to the successful candidate by telephone. This will be followed up by a written offer. Any offer is made subject to satisfactory references, satisfactory DBS clearance, and any other safeguarding checks required and a satisfactory health check.

Unsuccessful candidates:

Unsuccessful candidates will be notified by telephone.

Data protection:

Please see our Policy statement <https://www.crispins.co.uk/vacancies/> for full details.