



Blatchington Mill School

Involvement, Achievement & Care

Briefing Booklet for: Appointment of Assistant Head Teacher

April 2018 *or* September 2018

Nevill Avenue
Hove
East Sussex
BN3 7BW

Head Teacher: Ashley Harrold

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Role Specifics

SCHOOL DETAILS:	Blatchington Mill School and Sixth Form College Nevill Avenue Hove East Sussex BN3 7NB
EMAIL:	recruitment@blatchingtonmill.org.uk
TEL:	(01273) 736244
FAX:	(01273) 739615
NOR:	1607
ROLE TITLE:	Assistant Head Teacher
SALARY:	L13 - 17
FROM:	April 2018 <i>or</i> September 2018
CORE PURPOSE:	To raise achievement and educational outcomes for students, enabling them to make excellent progress
KEY RESPONSIBILITIES:	To be determined
INFORMED BY:	Performance and pastoral data
<p>However, as a senior leader, the role will embrace whole school development issues and, as such, provide a stepping-stone to headship.</p>	
FOR APPLICATION:	
SCHOOL CONTACT:	P.A. to Head Teacher Amanda Brasington abrasington@blatchingtonmill.org.uk
CLOSING DATE:	Friday, 5th January 2018
INTERVIEWS:	Week commencing 15th January 2018
TOURS OF THE SCHOOL:	A tour of the school can be arranged on request, please email P.A. to Head Teacher abrasington@blatchingtonmill.org.uk

School information

Dear Applicant

I trust the information provided within this pack gives you enough information to make a decision to apply for this very exciting post.

The post in brief is to support school improvement strategies and become a member of the senior leadership team. All leadership team members are expected to take on responsibilities in support of the school development plan – and at this stage this involves setting and delivering our ambitious vision for the year 2020 – and playing a role in delivering the outcomes we want all students to achieve.

Our school motto is Involvement, Achievement, and Care. In all aspects we aim to excel. We believe, above all else, that education is a transformative force for good. Learning changes who we are and what we can become. It changes how we view others, and it changes how we interact with the world. It reveals our potential, and helps us discover our passions.

Blatchington Mill School's community is incredibly special. We are a truly inclusive school and our students, staff and families are fully representative of the city in which we live and work. We have a unique and diverse SEND student population, with a wide range of specific needs. This diversity makes us appreciate difference and celebrate individual strengths. We also have a highly academic cohort of students, for whom challenge is essential if they are to thrive and reach their potential.

In order to learn well, we must all feel safe and secure. As such, we have unapologetically high standards for behaviour and conduct, and no tolerance for bullying or discrimination. We are graded by Ofsted as 'Outstanding' for behaviour and safety.

We expect a lot of our students, and they respond to the challenge with enthusiasm. Our examination results place us in the top 20% of all schools nationally. We aim to secure the best for each child and we aim to let no child leave without having met their potential.

We achieve these academic results by ensuring every lesson, every day, is the best it can be. We are nationally recognised for our training and teacher development, and we invest in ensuring we have the very best staff. We are a lead partner in the newly formed Pavilion & Downs Teaching School Alliance, and this will offer substantial opportunities for professional development for all staff.

We are an ambitious school, and we are looking for someone who shares our ambition to join our senior leadership team from either April or September 2018. This is an excellent opportunity to take on a leadership role in an oversubscribed and highly regarded school – and we look forward to receiving your application.

Mr Ashley Harrold
Head Teacher
November 2017

Job Description

JOB PROFILE – Assistant Head

JOB PURPOSE

To support the head teacher in implementing the aims and objectives of the school by:

- ❑ Creating systems and strategies that support all learners to make exceptional progress.
- ❑ Ensuring every student achieves his/her full potential in academic and emotional development.
- ❑ Removing barriers to learning for students who may need additional support in order to reach their potential.
- ❑ Ensuring the school has highly effective relationships with partner agencies and parents and carers.
- ❑ To contribute to all aspects of Senior Staff Team responsibilities.
- ❑ To promote equality of opportunity for students and staff.

RESPONSIBILITY POINTS

Leadership Scale L13 – L17

ACCOUNTABLE TO

To be determined

ACCOUNTABLE FOR

To be determined

This job profile recognises the expectations of current School Teachers' Pay and Conditions regulations, the National Standards for Teachers (TDA) and the policies established by the governors of Blatchington Mill School and Sixth Form College.

DATE OF PREPARATION

November 2017

Key Domains	<p>KEY TASKS</p> <p>Whole school responsibility Responsibility within own area of influence</p>
Qualities and Knowledge	<ol style="list-style-type: none"> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. 3. Lead by example – with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. 5. Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context. 6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.
Pupils and Staff	<ol style="list-style-type: none"> 1. 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. 2. 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’ well-being. 3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. 6. Hold all staff to account for their professional conduct and practice.

Systems and Processes	<ol style="list-style-type: none"> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. 2. 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. 3. 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. 4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the head teacher to account for pupil, staff and financial performance. 5. 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. 6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
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The Self-improving School System	<ol style="list-style-type: none"> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. 2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. 3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. 4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. 6. Inspire and influence others – within and beyond schools –to believe in the fundamental importance of education in young people's lives and to promote the value of education.
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Strengthening Community	<ol style="list-style-type: none"> 1. Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community 2. Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives 3. Co-operates and works with relevant agencies to protect children
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Person Specifications

Assistant Headteacher

Qualifications / Development	Essential	Desirable
QTS	✓	
Graduate	✓	
Further Professional Qualifications		✓
Evidence of appropriate Professional Development	✓	
Evidence of relevant training	✓	

Knowledge / Skills	Essential	Desirable
Evidence of being an outstanding/good classroom practitioner	✓	
Use and impact of data on learning at a strategic level	✓	
Ability to teach across the full age/ ability range	✓	
Ability to implement strategies to raise achievement within a team	✓	
Ability to differentiate between strategies and operations	✓	
Ability to contribute to the positive management of student behaviour	✓	
CPD of self and others	✓	
Coaching within a team	✓	
Ability to inspire both adults and young people	✓	
Excellent communicator	✓	
Confident user of ICT and leading others	✓	
Intervention strategies to ensure progress for those at risk of under achievement	✓	
Experience of raising achievement for PP, CIC and SEND students	✓	
Understanding of best practice in SEND provision		✓

Experience	Essential	Desirable
Track record of raising achievement and attainment	✓	
Effective team leadership which includes the empowerment of others	✓	
Experience of self-evaluation and action planning	✓	
Experience of producing performance management targets with a team of staff	✓	
Experience of monitoring set targets in a specified action plan to evaluate and ensure progress	✓	
Managing the professional development with a team of colleagues	✓	
Management of a team to ensure at least good student provision	✓	
Leading the implementation and development of school improvement initiatives	✓	

Cont/d...

<i>Personal Qualities</i>	<i>Essential</i>	<i>Desirable</i>
To have a love of and infectious enthusiasm for teaching	✓	
Lead by example	✓	
Highly organised	✓	
Analytical approach	✓	
Perseverance and resilience	✓	
Meet deadlines and manage a fluctuating workload	✓	
Honesty and integrity	✓	
Work actively and productively as part of a team	✓	
Outstanding interpersonal skills and the ability to relate well to a wide range of people	✓	
Willingness to innovate	✓	
Strategic thinker	✓	
Ability to support and challenge others	✓	
High personal standards	✓	
Optimism	✓	
Willingness to engage students outside of hours	✓	
A determination for self and others to be the best you can	✓	

<i>Equalities and Safer Recruitment</i>	<i>Essential</i>	<i>Desirable</i>
Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.	✓	
Ability to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people.	✓	
Ability to demonstrate emotional resilience in working with challenging behaviours	✓	