Thank you for your enquiry for details for the posts of Head of Sixth Form (Assistant Head). This is a very important post and we wish to appoint a candidate of the highest calibre who will be able to make a significant contribution to the school as a whole. The Sixth Form has consistently had around 300 students and developed an excellent reputation.

This booklet contains:

* information about the school
* information about the Senior Team
* the person specification

Useful documents to download from the school website are:

* 6th Form Prospectus and the school Prospectus - both published September 2016

 <http://www.ashcombe.surrey.sch.uk/01-about/04-prospectus.shtml>

* “Accent on Ashcombe” – Autumn 2016

 <http://www.ashcombe.surrey.sch.uk/00-home/05-accent.shtml>

* Press release for A-level results – June 2016

 <http://www.ashcombe.surrey.sch.uk/01-about/06-exam-results.shtml>

* Information about the last 3 Ofsted reports incl the full reports

 <http://www.ashcombe.surrey.sch.uk/01-about/05-ofsted.shtml>

* a location map for the school

 <http://www.ashcombe.surrey.sch.uk/01-about/13-prospective-staff.shtml>

* New staff welcome, support and career progression incl executive summaries of Investors in People reports (June 2016 and 2015) *(link as above)*
* Introduction to National Standards for Headteachers (DfE - 2015) + ASCL Guidance *(link as above)*

Within a comprehensive ethos, The Ashcombe School is committed to promoting the best interests of every child. There is a broad and balanced curriculum, and a focus on teaching and learning which will enable pupils to achieve whatever their prior attainment or aptitude. The academic standards are high, both in absolute and value-added comparisons. There is an

innovative and successful pastoral system which has been a consistent strength as highlighted in the past three Ofsted reports.

The strength of the schools leadership is widely acknowledged, with Ofsted and parental questionnaires all highlighting this as a recurrent feature of The Ashcombe for a considerable period. There are clearly defined accountabilities for staff and expectations that these will be met within a supportive atmosphere. Some of the key elements of the school and its management are:

* enormous commitment and dedication from the staff
* comprehensive and detailed target-setting
* structured monitoring of curriculum and pastoral delivery
* weekly meetings between SMT contacts and Heads of Department / Heads of Year
* a reflective questioning and “no-blame” culture
* a relaxed calm atmosphere with extremely positive relationships between students and staff
* outward-looking (senior staff have much external professional experience) and innovative

This is an exciting post in a school which expects the highest standards from pupils and staff, and is very rewarding from the satisfaction gained by participating and sharing in its activities.

## Application process

Closing date: Thursday 12th January

Shortlisting by Monday 16th January (successful candidates will be informed by telephone followed by a letter of confirmation and further information regarding the interview process). Applicants are asked to ensure that their referees will be able to send a reference at relatively short notice.

Interview dates: to be confirmed

Applicants should submit the enclosed Application Form and a letter of application which should not exceed two sides of A4 with a minimum font size of 12 pt. Formatting should be used as desired to indicate the structure of the letter. A curriculum vitae may be attached if desired, but all relevant information should be included on the application form or in the letter. The letter of application should refer to the information in this booklet and should state why you believe that you are suitable for this post (giving examples).

Applicants are asked to note that the accountabilities of the Head of Sixth Form have a pastoral focus, with the majority of curriculum accountabilities for Heads of Departments being held by other members of the Senior Management Team. The Head of 6th Form does participate in the Senior Curriculum Group and line managers Business Studies and Psychology. A very significant element of the role is to advise and supported students and their parents on their post-16 studies and progression on from the school, and so a thorough and up-to-date knowledge of post-16 curriculum and HE/FE issues is vital, and demonstrating a personal experience and empathy with students across the ability range. We would therefore welcome applications from a range of candidates whether, for example, a Head of Department with an awareness and interest in pastoral matters or a Head of Year who has experience in teaching A-level and an understanding of curriculum matters.

The headings which will be used for the process of selection for these posts and for identifying subsequent training needs of the candidates, will be those identified in the National Standards of excellence for Headteachers. <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf>

This is because the primary purpose of a Senior Management Team is to assist the Headteacher

The application form should be returned to Serena Parham, HR Officer & Clerk to the Governors, The Ashcombe School, Ashcombe Road, Dorking, Surrey RH4 1LY,

 Tel: 01306 886312, Fax: 01306 742537, E-mail: hr@ashcombe.surrey.sch.uk

**Visit our website www.ashcombe.surrey.sch.uk for information about the school.**

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS)*

*Thank you for taking the time to complete your application.*

## Key roles within SMT

* Head (David Blow - DJB): Co-ordinating role - overall provision, standards and accountabilities, including staffing, development planning and finance. Emphasis on overall standards. He is a member of the ASCL Data Group incl post 16 data liaising with DfE and Ofsted. He presented on many occasions to the Surrey Heads of Sixth Form Conferences on data and financial issues. He is also Executive Head of the MAT.
* Deputy Head (Pastoral) (Alison Reed - ASR): She has responsibility for pastoral management with clear lines of accountability, assisted by Asst Heads (Pastoral). She also receives funding for 1 day/week for co-ordinating the Dorking Schools Pupil Support Partnership. She has an overall responsibility for the support staff, liaising closely with the Business Manager.
* Deputy Head (Curriculum) (Chris Panting - CGP) He has responsibility for curriculum management with clear lines of accountability, assisted by Asst Heads (Curriculum). He carries overall responsibility for the curriculum. Chris coordinates observation, the monitoring of teaching and learning including the management of concerns, and takes an active lead on curriculum CPD. He also manages the formal Performance Management processes, works closely with the Head in relation to SEF and development planning, and line manages SEN. He supports the network by managing the local alternative learning provision. He also has a responsibility to manage careers and local business links.
* Deputy Head (Jez Carter- JNC): He is responsible for timetable and Assessment, Recording & Reporting. He has a whole school responsibility for managing the whole budget and works closely with the governors to do this. Jez manages the monitoring system My Bubbles that he developed to track student performance. He has an overall overview of curriculum demand ensuring that this closely aligns with the financial context.
* Assistant Head & Senior Curriculum Manager (Helen Myers - HEM): Responsible to Chris Panting as Deputy Head (Curriculum) to assist with the management of the curriculum, including weekly meetings with HoDs. She leads on policies and cross-curricular themes such as Citizenship. She line managers English, PSE, PE, Drama and Music. She has also contributed significantly to the Languages and has developed a national and international role on the role of ICT in the teaching and learning of MFL.
* Assistant Head (Curriculum) - (Yasmin Sheikh - YAS). Responsible to Chris Panting as Deputy Head (Curriculum) to assist Deputy Head (Curriculum) with visits. Responsible for managing cover. Includes weekly meetings with HoDs and she directly manages History, Geography, RS and DT. She is responsible for managing the Investors in People accreditation and new staff (including NQTs).
* Assistant Head ( Curriculum) ( James Robinson- JDR) James is managed by Jez Carter and supports Jez in the coordination of the timetable. James has a direct responsibility for IT and manages the whole school network as well as supporting the CPD for staff in this area. He plays an active role on SCG and provides line management for Art and extra-curricular provision.
* Assistant Head (Pastoral) & Head of Upper School (Y10-11) (Stuart Ketley- SJK). Stuart manages Heads of Years 10 & 11. He is responsible for KS3 to 4 transition. He also liaises with various alternative providers to ensure effective provision for students. He manages rewards and anti-bullying. He also coordinates the schools activities week which takes place in July.
* Assistant Head (Pastoral) & Head of Lower School (Y7-9) (Jay Simmonds- JS). Jay manages Heads of Years 7-9. He is also responsible for KS2 to 3 transition. Jay has also taken on a curriculum leadership role and directly line managers Modern Languages. Jay line managers the school council. Jay has taken a lead on assessment over the past two years.
* Assistant Head ( SENCO ( Jo Parish- JLP) Jo is managed by Chris Panting and she leads SEN provision for the whole school. Jo is responsible for maintenance and effective resourcing of the SEN register. This is involves the monitoring of additional provisions and interventions, the management of TA hours and the liaison with parents. Jo also coordinates alternative learning provision and peer mentoring.
* Acting Assistant Head (Head of Sixth Form) (Ben Blackband- BPB): In addition to 6th form post listed below, he participates in Senior Curriculum Group and currently line manages two departments.

Each member of the team also undertakes specified tasks from the overall list. The allocation for each member of SMT will be negotiated and adjusted once the appointment has been made. There is a strong team of support staff to assist in the delivery of these accountabilities within the educational parameters set by the accountable member of SMT.

## Management model of SMT

The management model is based on clear accountabilities for all staff and clear "threads of accountability" leading up to the Head who is responsible to the Governors for the management of the school.

It recognises that each member of staff may have several roles (e.g. teacher of Maths, form tutor in Year 8 and Study Centre Co-ordinator) and that each role has a different thread of accountability leading through managers (e.g. in this example, Head of Maths, Head of Year 8 and Assistant Head (Curriculum)) to the Senior Management Team and ultimately the Head. Even the Head when teaching Maths is accountable to the Head of Maths who in turn is accountable to the Assistant Head (Curriculum).

It also recognises that there are many tasks to be performed in the running of the school which are carried out by members of Senior Management Team for which they are directly accountable to the Head (e.g. managing cover arrangements, organising Awards Evening, Staff Development, and oversight of grounds maintenance). In addition, members of SMT should be role models, be a positive and visible presence around the school, and support staff in a variety of ways including undertaking “SMT send-for”.

All staff are required to undertake responsibilities for performance management.

## Some management principles

* Clear accountabilities for individual and clear “thread of accountability” through management structure from individual through ultimately to Head
* Building in at least two members of SMT with experience for each area to allow for absence & transition and to allow for dialogue & questioning
* Situational analysis - “Playing to strengths”
* Being flexible, offering developmental opportunities where possible
* Any staffing change / departure offers a “window of opportunity” and this should be examined
* Careful consideration of appropriate role of teaching staff and support staff
* The school has clear strategic Intents and all decision making will link to these drivers. One of our primary aims is to be a kind and caring school and this is an essential aim of our decision making.

## Salaries and teaching load

The Head of Sixth Form (Assistant Head) will be paid on the Leadership Spine (L11 -15) plus London Fringe. The basic teaching load will be 20 periods per week out of 40 (a standard teacher teaches 34/35 periods per week)

## Key points for Sixth Form

* The past three Ofsted reports have highlighted the undoubted strengths in the Sixth Form
* My Bubbles is the schools in house data system and this has provided live tracking of students, tightly cross-referenced to national measures such as Level 3 VA
* Much of the success in the 6th form has been a result of innovative and inspiring 6th form teaching.
* The numbers on roll have been consistently around 300 over the last few years. Each year around 15 join from other schools. Approximately 25 different A-level courses are run
* The tight monitoring and effective support leads to very high retention rates both at A-level and Cambridge Technical (95-100% during year), and around 90% from Lower 6th A/L to Upper 6th.
* Results and admission policy: the press release for the A-level results in June 2016 summarises the strength of the results at the school together with our commitment to offering opportunity.
* Our philosophy is to ensure that pupils in Year 11 are encouraged to make the choice of post-16 education which is right for them, so East Surrey College participate in our “Into the 6th” evening. For those students wishing to stay for a one-year Sixth course at the school we have offered Cambridge Technical Business Studies along with the opportunity to re-take English and Maths- typically 10-15 students will take this route.
* A high percentage of students apply for Higher Education, and so preparing students for this (whilst not neglecting those who do not wish to take this route) is an important role. Within that, a significant number of students apply for “competitive” courses / universities e.g. Veterinary Science, Medicine, Oxbridge etc., and so specific support is organised to help them gain an interview and give of their best in what is a highly competitive area. The school has been very successful in recent years in gaining places on the most competitive courses.
* There is a vast range of extra-curricular activities including Duke of Edinburgh’s Award Scheme, exchange with China, visits to Rumania, USA, Iceland, Uganda, and many others, as well as the annual production , Charities Week,….
* The social events programme is very strong and organised capably by the Senior Prefects. Recent events have included barbecues, Halloween disco, .
* Sixth Formers participate in (and often help to organise) activities to involving younger pupils. These include the School Council, Reading schemes, peer-mentoring schemes, Senior Citizens’ Party,….The mutual benefits from this are a powerful raison d’être for Sixth Formers being part of an 11-18 school

**Job Description for Head of Sixth Form**

**Job title :** Head of 6th Form

**Job Purpose :** As a senior member of the staff within the school, to be directly responsible for the achievement, progress and well-being for all 6th form students as they prepare for future study or employment.

**Accountable to:** Deputy Headteacher (Pastoral) and Deputy Head (Curriculum) as determined by the Headteacher and Governing Body.

**Accountable for the following:**

|  |  |
| --- | --- |
| **Key Accountabilities** | **Key Tasks** |
| Management of the recruitment and admissions process for the 6th Form. | * Support the marketing of the 6th form both to internal candidates and those from outside of the school
* Preparation of the 6th Form prospectus and associated promotional material.
* Ensure the management of the 6th Form website with regard to promoting the 6th Form and the joining process.
* Interview all Year 11 students in relation to future choices
* Managing the 6th Form administrator who supports the admissions process.
* Run 6th Form Induction Day for all potential applicants. In the summer term.
* Run Enrolment Day after the GCSE results.
* Manage enrolment alongside the timetabling team and the Head.
 |
| Provide pastoral care  | * Manage the 6th Form pastoral team ensuring accountabilities and routines remain clear and well understood.
* Allocate pastoral cases to relevant members of staff and actively monitor the completion of work and student outcomes.
* Manage the recording of pastoral work across the 6th Form.
* Liaise with SMT curriculum managers and HODS regarding academic and pastoral concerns.
* Refer curriculum based concerns to SMT curriculum managers where appropriate.
* Manage the WSTP and Talks Programme to ensure our statuary requirements are met regarding post 16 Sex, Drugs and driving education.
* Promote a positive ethos throughout the 6th form
* An ability to manage the many emotions of the various stakeholders (including parents and others) in pastoral care and experience in moving from good intentions to tangible outcomes.
* A contribution to the whole school pastoral team, and ability to see the “whole picture” and the role of the 6th Form within this. This will involve contributing to the development and progression of pastoral care throughout the whole school, and liaising with a range of external agencies
* Actively seek advice from SPG regarding complex issues.
* Escalate pastoral issues to the DSL as required by Safeguarding requirements.
 |
| To monitor progress of students in the 6th form | * To interpret data (both internal and external) and manage systems for tracking performance, and use the outcomes as the basis for advising and supporting students.
 |
| To monitor Curriculum provision | * To manage systems for tracking performance requiring significant IT skills including Excel, together with an ability to interpret data (both internal and external)
* To be aware of current curriculum developments and be able to contextualise them
* To liaise with Deputy Head Curriculum and relay any curriculum concerns raised by students and parents
 |
| Careers information advice and guidance | * Manage the UCAS process which starts in the summer term of Year 12. This includes communicating with parents, students and tutors on how the process works.
* Provide careers advice to Level 2 students and those who will leave The Ashcombe after Lower Sixth.
* Manage the totality of the Talks Programme so it supports a variety of Careers options for young people.
* give confidence to students and parents by demonstrating an understanding of A-level and other post-16 courses, and of F.E. / H.E. courses including those in the “competitive” category.
* understand the UCAS process and manage tutors in the completion of UCAS applications.
* offer timely and accurate advice to students following the AS and A-level results in the summer.
* understand the levels of courses available to young people and offer suitable advice for students progressing from Key Stage 4 and 6th form.
 |

**Person Specification - amplification and clarification of above**

The successful candidate will be a person who shares the essential values and vision of the school (a commitment to the comprehensive ideal and to the principles and practice of equal opportunities), and whose personal qualities and management style complement those of the existing, successful management team.

**Qualifications**

 Qualified teacher status

 First degree or equivalent. Able to teach own subject to pupils of all ages and abilities

 Evidence of continuing professional development e.g. MA / Leading from the Middle/NQT Mentoring

**Experience** in teaching and management (the following are desirable but not essential)

 Successful teaching in a genuine comprehensive school and including Sixth Form experience

* Successful management as Curriculum Manager (e.g. Head of Department)or Pastoral Manager (e.g.Head of Year)

 Recent experience of involvement in curricular and/or pastoral innovation and development

**Professional knowledge and understanding**

* The requirements of the National Curriculum
* The OFSTED framework
* What constitutes quality in educational provision, the characteristics of effective schools
* Strategies for raising pupils’ achievement and for promoting pupils’ spiritual, moral, social and cultural development, and good behaviour
* Theories and practices of learning; how to promote collaborative approaches to learning
* Effective teaching and assessment methods
* How to use comparative data
* Leadership styles and practices and their effect in different contexts in the school
* Strategies for promoting the concept of tutor as learning manager
* An understanding of the implications of promoting an educationally inclusive approach.

**Skills and attributes**

**In addition to those specified above:**

* ICT skills needed for accessing and managing data whether numerical or text, and an understanding of the issues for School Management and Information Systems
* Interpersonal skills for liaising with a wide range of outside agencies and to inspire confidence in others associated with the school such as parents
* The ability to be self-critical, to reflect, to seek advice and to use questioning as a technique for gaining understanding
* An ability to empathise with others
* A willingness and enthusiasm to learn and to be reflective
* An ability to use questioning as a process to move towards a quality, thoughtful solution
* An excellent record of health, attendance and punctuality

**Job related knowledge, aptitude and skills**

**The curriculum:**

 Commitment to the comprehensive ideal and to the principles and practice of equal opportunities

 The knowledge and vision to put these into practice in order to meet current and future challenges within the subject and 6th Form area as well as other related areas including literacy across the curriculum.

 A keen interest in children as individuals, in how they learn, and in a collaborative approach to learning

 A keen interest in developing International and European links and curricular aspects

**Management:**

 An ability to take a whole-school view of development, to assess priorities and plan strategically

 An ability to identify needs, ensure effective planning, implementation, monitoring and evaluation of the 6th Form development plan (and other relevant development plans) within the school development plan.

 The expertise and confidence to assist in inspiring, leading and developing a team of well established teachers

 An ability to develop a collaborative approach to decision-making, implementation and evaluation, thereby building up a culture of co-operative support

 An ability to communicate effectively, both orally and in writing

 An ability to promote the use of IT for both curriculum and management

**Personal Qualities**

 Confidence, imagination and drive

 Approachable, flexible and adaptable

 A sense of humour and perspective

 A capacity for hard work and the ability to manage its pressures

 The ability to be self-critical

 An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues