



ASSISTANT HEAD (INCLUSION) CANDIDATE INFORMATION



Thank you for your interest in the post of Assistant Headteacher (Inclusion) at The Swan School, a new free school opening in September 2019 as part of the River Learning Trust.

When fully subscribed it will have approximately 1,200 students on the roll, of whom around 300 will be in the Sixth Form. Our students will be drawn from a local catchment area and the school will be at the heart of the community. The school is opening to meet the rising demand for school places in the city.

Learning from the most successful approaches at the best schools, The Swan School will provide a uniquely challenging and structured experience in a caring and disciplined environment. The ethos will be academic; we regard an excellent academic education as the entitlement of all young people, no matter what their background or previous experiences of learning.

Students will be inspired and nurtured, acquiring the knowledge and skills to think critically and creatively. They will learn to be confident, resilient and ambitious, and will have high expectations in terms of their own achievements and their contribution to wider society.

To achieve these aims we will draw on best practices proven elsewhere, including a longer school day and electives embedded in the curriculum. We will also have a family lunch where students and staff eat together to promote healthy eating, caring for others, maturity and conversation skills. Students will read and be read to and we will expect all students to work to the best of their abilities and have excellent attendance and behaviour.

The Swan School is a new build and as such will benefit from state-of-the-art facilities in Marston, Oxford, an area of natural beauty close to the centre of Oxford. While our new building is being constructed, the first year of the school will be in purpose-built temporary accommodation adjacent to The Cherwell School South Site, a short distance from our permanent home.

This is a rare and exciting opportunity to be part of the

establishment of a world-class comprehensive school. As a founding member of The Swan's senior leadership team, you will help to build the foundations of an outstanding school from the ground up. Working with highly skilled and motivated colleagues, this is a unique chance to develop your leadership skills by being involved in all aspects of running an excellent school.

In this role, your particular focus will be on inclusion. You will be instrumental in ensuring that all of our students, no matter what their educational needs, prior attainment or experiences of education, can achieve more than they ever believed possible. You will also play a leading role in establishing our effective pastoral systems, ensuring that every child is safe and happy in school, and developing as a well-rounded individual with the confidence and drive to make the world a better place.

The successful candidate will share our ambitions for our students. You will relish the challenge of creating a new school that will be different to other comprehensive schools in the city. You will be a highly motivated team player, with a proven track record at either middle or senior leadership level in education, and a reflective practitioner, keen to continue learning in order to achieve the best possible outcomes for our students.

If you have any questions or would like to speak to me about this post, please contact the River Learning Trust central office via office@riverlearningtrust.org or on 01865 558727.

We very much look forward to hearing from you.

Kay Wood (Headteacher)



How will The Swan School be unique?



A Unique Curriculum

The curriculum at The Swan School will be tailored to provide a rigorous academic education. We will have the highest expectations of what students will learn and will encourage them to learn quickly and securely, while being considerate of different starting points. We know that giving all young people access to knowledge through which they can be successful promotes social justice and ensures students have the full range of opportunities open to them in the future.

The subjects taught will be broadly traditional, but all students will be motivated to stretch students beyond what is normally expected in English, mathematics, sciences, a modern foreign language, history, geography and religious education.

Alongside this, and seen as of equal value, will be their learning in art, design and technology, and music, in which they will be taught to both appreciate the achievements of others and to develop their own creative abilities.

In all subjects, the emphasis will be on expertly-designed learning with high levels of structure. There will be absolute clarity for all on what students are expected to know and do at each point. No time will be spent on tasks that don't move students on.

This will also be evident in the provision of independent work - some of which will be completed in time at the end of the day, and some at home.

This will be purposeful, clear and useful, normally involving practice or learning by heart of material taught in lessons.

A longer day will also mean time for 'electives' every week. Electives are timetabled slots in which students choose from a range of enriching activities alongside the main curriculum. They are set to include specialised sport, music or drama, lectures and volunteering. In effect, they are a chance for students to explore existing passions and discover new ones.

Everyone at The Swan School will work hard, guided by the belief that, through effort and dedication, wonderful things can happen. Students will be expected to show commitment, self-discipline and responsibility in their studies. As a result, they will produce work of the highest quality and learn to achieve more than they thought possible. Their teachers and support staff will show the same level of dedication and thus experience the professional joys and satisfaction brought by helping young people to learn and grow.

Co-curricular Activities

Students at The Swan School will be able to access a wide range of activities outside the curriculum, helping them to develop confidence, curiosity and resilience, and ensure their development into well-rounded young people. Students will be active participants in the school, local

community and beyond. They will learn consideration and kindness, and contribute to society.

Whilst some activities will be chosen by students through the electives programme, there will be a core programme of activities that all will complete.

Because we are a new school, we are able to prioritise these activities and arrange the timetable and school day so that they are an entitlement for all, not an optional extra for a few.

To give an indication of our approach, we intend that every student in Year 7 and 8 will take part in a music or drama performance, either in our own performance space, or in one of the many beautiful venues in the city.

All will be taught public speaking skills so they are able to talk with confidence in front of an audience. Furthermore, all students will learn to debate formally and will take part in competitions that will empower them to set out their views.

Sport will be compulsory and regular, with every student playing in at least one team in the first year.

Support and Inclusivity

The Swan School will be an inclusive school, ensuring that all students learn well, no matter what their previous experiences of learning, background or circumstances.

Our experience in schools confirms that all young people can learn challenging content. Therefore, our approach to teaching students with SEND or other barriers to learning will be to ensure that classroom delivery and organisation is of the highest standard, and to intervene immediately when evidence shows that a student is falling behind.

If a student demonstrates lower than expected levels of literacy or numeracy in the early years, intensive teaching will be provided to ensure that this is, where possible, remedied.

An outstanding learning support team and the extra-flexibility provided by the extended day will allow us to make sure that no student falls behind or does not make good progress.

Good schools do not give up on students, and we intend to be a great school.

Family Lunch

Students and staff will sit and eat together every day to promote healthy eating, caring for others, maturity and conversation skills. This communal approach will help students to learn good habits, consideration for others, and how to engage in discussions with confidence. Breakfast and healthy snacks at break will also be available.

The School Buildings and Grounds

The Swan School will benefit from the most modern of facilities in wonderful new buildings in Marston. This will include state-of-the-art accommodation, equipment and technology, plus a sports hall, activities studio, drama and music rooms, specialist art, design and technology spaces and much more.

The school is situated in an area of natural beauty close to the River Cherwell. The grounds themselves are designed to be an extension of this environment, with wood-clad buildings, mature trees, natural hedgerows and wildflower areas.

Despite this rural feel, the location offers easy access to the centre of Oxford and the many opportunities for educational enrichment to be found there.

Location

The Swan's permanent site will be located in Marston, an area of natural beauty a short distance from the centre of Oxford.

The site is close to several other primary and secondary schools, with whom we will develop close and mutually beneficial working relationships.



Structure of the School

	2019	2020	2021	2022	2023	2024	2025	2026	2027
Year 7	120	120	180	180	180	180	180	180	180
Year 8		120	120	180	180	180	180	180	180
Year 9			120	120	180	180	180	180	180
Year 10				120	120	180	180	180	180
Year 11					120	120	180	180	180
Year 12			40*	40*	40*	120	120	180	180
Year 13				40*	40*	40*	120	120	180
Totals	120	240	420	600	780	960	1140	1200	1260

* Our intention is to open a Sixth Form by working in close partnership with The Cherwell School



The River Learning Trust is a multi-academy trust that is committed to working together to achieve excellence in education. RLT is responsible for a number of schools and a school-centred initial teacher training provider (SCITT).

Currently, RLT comprises five secondary schools, The Swan School in pre-opening, 12 primary schools, and the SCITT.

Another two primary schools are due to join in 2019 with other secondary schools in discussions about the possibility of joining RLT.

The schools and SCITT are united by their commitment to the principles of the Trust and a common belief in the benefits of everything that is gained by working together.

Further details about the Trust, including its history, names and location of schools, and details about the central team can be found on the RLT website: <http://riverlearningtrust.org>

The principles of the River Learning Trust are:

Everyone Learning – creating and

taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning

Commitment to Excellence – striving for the best educational experience through continuous improvement

Respectful Relationships – acting with care, integrity, and fairness in all we do

As an Assistant Headteacher in a RLT school you will benefit from the support, opportunities and leadership development provided by the Trust central team and colleagues in other schools.

Job Description

Title of Post: Assistant Headteacher (Inclusion)

Contract Terms: Full time, permanent

Salary Scale: L12-16

Start Date: September 2019 (with additional transition/induction days in June/July 2019 with agreement from current employer)

Accountable to: Headteacher

Purpose of the post

To work closely with the Headteacher and Deputy Headteacher to establish, develop and maintain the foundations of an outstanding school.

To lead on inclusion and pastoral support across the school, ensuring that all children receive an excellent education.

Key responsibilities

General senior leadership

- To support and promote the vision and values of the school.
- To contribute to ensure the best experiences and outcomes for students.
- To work closely with the headteacher and deputy headteacher to establish the foundations of an outstanding school, including the school's culture, systems, and structures.
- To implement and review school policies as designated.
- To find creative solutions to tackle challenges in the short/medium/long term.
- To use a range of data effectively to drive improvement in designated areas of responsibility.
- To keep abreast of national initiatives/policy, and developments in educational research and best practice, using these to inform planning in designated areas of responsibility.
- To participate in school monitoring and self evaluation procedures.
- To work within the leadership team to help plan, organise, develop, monitor, evaluate, and review the school development plan.
- To contribute to action planning and target setting as appropriate.
- To use ICT to apply and organise procedures consistently and efficiently, with deadlines established and achieved.
- To maintain a high profile around the school and within the community, including supporting whole-school events, e.g. musical concerts and productions.
- To actively support the safeguarding and well-being of all the community.
- To line manage designated heads of house, heads of faculty, and responsibility post holders.
- To take financial responsibility for designated areas of management.
- To take an active role in managing and developing the behaviour of students.
- To be a team leader in the appraisal programme.
- To participate in leadership team meetings as required.
- To attend governors' meetings when required.
- To participate in the day-to-day organisation of the school, including school assemblies, duty rota and cover.

Inclusion

- To lead on inclusion across the school, ensuring that all students, including those with SEND, EAL, PP, looked after children, young carers and those with high prior attainment, make outstanding progress.
- To coordinate provision for pupils with SEND across the school (SENCO).
- To liaise with external agencies to ensure that statutory provisions are being met for SEND and LAC.
- To monitor progress and raise achievement of all students with SEND and low prior attainment in KS3 and 4.
- To develop inclusive classroom practice across the school to ensure the best possible outcomes for all Swan students.
- To work with internal and external stakeholders to ensure the highest quality opportunities and provision for students with diverse needs.
- To develop the role of teaching assistants to maximise their impact.
- Strategic leadership of year 7 catch-up and intervention programmes.
- Strategic leadership on the development of any necessary alternative provision.

Specific responsibilities

Specific responsibilities will reflect the strengths of the candidate and also the needs of the team. All roles will be subject to review on an annual basis and there may be significant changes in responsibilities as the school grows to capacity.

In year 1, specific responsibilities are likely to include:

- Leadership of the pastoral system, including the development of the house system, the role of the form tutor, and a meaningful, high quality pastoral curriculum for tutor time.
- Safeguarding — designated safeguarding lead and coordination of safeguarding training for Swan School staff.
- Monitoring the progress of disadvantaged students, including those in receipt of pupil premium, and coordinating provision to close the achievement gap.
- Ensuring the successful transition of pupils from primary school to The Swan and establishing positive links with local primary schools.
- Promoting student well-being, including excellent attendance and implementing strategies to ensure that students are safe, happy, and can learn to the best of their ability.
- Leadership of student voice as a meaningful part of school development.

Person Specification

Criteria	Qualities
Qualifications	<ul style="list-style-type: none"> • Education to good honours degree level plus teaching qualifications. • National Award for SEN coordination, or willingness to undertake the qualification • Designated safeguarding lead (DSL) training, or willingness to undertake training.
Experience	<ul style="list-style-type: none"> • Experience working closely with students with diverse needs, including SEND, EAL, PP, and pupils with high prior attainment. • Sustained successful experience as a classroom practitioner across the age and ability range. • Successful experience of leading change at a departmental or whole-school level. • Successful recent management experience leading to enhanced student attainment and high quality educational provision. • Evidence of continuing professional development.
Skills and knowledge	<ul style="list-style-type: none"> • Supporting others to achieve highly effective teaching and learning. • Experience of raising the achievement of diverse groups of students across the ability range. • Experience of planning strategically. • Success at motivating staff to raise student performance and at enthusing them to develop new ideas and initiatives. • Understanding and experience of self-review systems as a tool for school improvement. • Awareness and understanding of current educational issues, developments in best practice, and government policies. • The ability to delegate, consult and be decisive. • Experience of working under pressure and successfully managing competing demands and deadlines. • The ability to communicate effectively both orally and in writing, with a variety of audiences. • An ability to work with, motivate and develop other staff. • An understanding of the role of leadership team members and the professional qualities required to fulfil the role effectively. • Experience in using data to promote achievement. • An ability to manage the performance of others and get the best out of those you manage.
Personal qualities	<ul style="list-style-type: none"> • An ability and willingness to empathise and listen, and to be self critical and reflective. • Enthusiasm, hard working, integrity, creativity, flexibility, and resilience. • An understanding of, and commitment to, equal opportunities in its widest sense and a commitment to inclusive education. • A sense of fun as well as the ability to work hard and calmly under pressure. • A commitment to child protection in its broadest sense to empower learners and prevent harm.

SAFEGUARDING

The Swan School and the River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role.

February 2019

