



Assistant Head of School Application Pack

Assistant Head of School

SET Beccles School is part of the Seckford Education Trust, ranked in the top 16 of all MATs in the country in 2018. Beccles is a confident and happy place. Our students receive excellent pastoral care and support in a small school setting. Teaching Years 7-11, we are an ambitious, caring and inclusive school, one which believes in each and every student; seeing them as individual and unique with their own strengths and needs.

We are seeking a confident and dynamic Assistant Head of School to join our leadership team, to work with the Head to continue to develop and promote the excellent work we do. You will take responsibility for the development of a Key Stage, which will include leading, inspiring and motivating all students in that stage, ensuring their welfare, success and a consistently outstanding experience in line with the Trust's aims.

The successful candidate will have previous leadership and management experience, for example, leading, coordinating and monitoring across a Department or a significant area within the department (e.g. KS3/KS4/KS5/AFL), together with up to date knowledge of the national curriculum.

Why join us?

- We provide a happy and supportive work environment, with high expectations of staff and students, together with a competitive salary based on skills and experience;
- You will have access to promotion opportunities, and superb professional development across all of our Free Schools;
- Suffolk is a beautiful county, with access to London for the occasional night out or theatre trip. Very close to the coast, with countryside walks and excellent food and drink.

We will expect you to embrace our Trust values of: integrity; striving for excellence; collaboration; determination; and empowerment.

For more information about our School, please email the HR department in the first instance on: hr@seckford-foundation.org.uk

To apply for this vacancy please visit our website to download an application pack:
<https://www.seckfordeducation.org.uk/jobs/>

Closing date: 9.00am on Monday 5 October 2020

We reserve the right to appoint prior to the closing date; please therefore submit your application early to avoid disappointment.

Welcome from the Executive Headteacher

Here at SET Beccles School we believe in each and every child. We are an ambitious and yet small and caring school with big opportunities in mind for those who join us.

Our motto is 'providing a foundation for life'.

Striving for excellence underpins everything we do and we aim to give our students an appetite for excellence in all that they do, equipping them with a set of lifelong skills which will enable them to succeed.

We want our students to enjoy their school life, and be inspired to be inquisitive in their lessons whilst providing each of them with an academic challenge that enables them to realise their potential. We offer a curriculum that enables them to flourish academically and lays foundations for successful progression into post-16 education, training or employment.

We strive to teach them that learning yields a multitude of rewards if it is approached with rigour and enthusiasm. This is cultivated by an approach to learning that is student-centred and set in a stimulating environment.

As important as academic success is, our aim is to develop the whole person through a range of clubs and activities which enrich the daily experiences of our students.

Added to this is our commitment to build a supportive community that encourages a sense of social responsibility and develops within them a desire to become global citizens. Full details on our curriculum and our enrichment activities are available on our website.

At the heart of our success will be a strong and positive partnership between parents/carers, students, teachers and wider friends of the school. Our '6Cs to Success' underpin how we expect every member of our School community to approach learning and behaviour. To facilitate excellent communication we encourage open dialogue between home and School. To read more about our vision and ethos, please visit: <http://www.beccleschool.org.uk/us/vision-ethos/>.

I hope this provides you with some insight into the life of our School and the founding Trust-wide principles from which we work; yet it cannot truly reflect all that we have to offer. If you like what you read do come and visit us. We look forward to offering you a warm Beccles welcome. In the meantime, I thank you for your interest in our School and I look forward to receiving your application.

Mark Barrow
Executive Headteacher



The Role

Job Title: Assistant Head of School

Accountable to: Head of School

Job Purpose

As an Assistant Head of School, you are responsible for the leadership and development of a Key Stage. This includes leading, inspiring and motivating all students in the Key Stage, ensuring their welfare, success and a consistently outstanding experience in line with the Trust's and School's aims.

Along with the Head of School, you will be a leading professional in the School.

To be accountable to the Head of School for:

- Student well-being and positive progress, including attendance and punctuality;
- Ensuring all students have positive pathways to the next Key Stage (including transition and options) as appropriate;
- Monitoring and evaluating student progress through analysis of data, and develop effective intervention strategies;
- Line management of designated staff, holding regular meetings in line with agreed policy and practice, and monitoring the impact of initiatives and interventions to ensure positive progress;
- The effective implementation and embedding of the '6Cs' and Trust values within the School;
- The effective implementation and monitoring of the Rapid Improvement Plan.

To contribute to:

- The leadership of the pastoral, social and academic welfare of students, supporting their inclusion in school life;
- The tone of tutorial work;
- The development of a comprehensive and personalised enrichment programme;
- The support of tutors in monitoring and support student progress, including those vulnerable students;
- Stakeholder management and the reporting arrangements to parents and carers;
- The evaluation of teaching and learning in school, ensuring that proper standards of professional performance are maintained;
- The contribution to Trust and School policy and procedure.

General responsibilities:

- To be a leading professional in the School and a visible presence in the School on a day-to-day basis;
- To identify appropriate targets, and monitor progress against annual targets;
- To provide information relating to student performance;
- To monitor and support progress and development of students within areas of responsibility;
- To be responsible for personal professional development and to keep up-to-date with educational activities that impact on the School;
- To work as a member of the School Senior Leadership Team and to contribute positively to effective working relationships within the School;
- Use a coaching style approach to support staff to build a culture of resilience and accountability, with a 'can do' approach and that they display the behaviours in line with our Vision and Values.

The Role (Cont.)

Wider life of the School and Trust

- Play a full part in the life of the School and support the vision and aims of the Trust;
- Actively promote and implement Trust policies and procedures;
- Be responsible for your own continued professional development, networking with staff in all schools across the Trust;
- Comply with the Trust Health and Safety Policy and undertake risk assessments as appropriate;
- Be professional and courteous to colleagues, students, parents/carers, stakeholders, community members, visitors and telephone callers and provide a welcoming environment at all times;
- Follow the Trust “Code of Conduct for Staff”;
- Undertake duties as designated on the School Staff Duty Rota;
- Attend calendared meetings punctually and in the right frame of mind to move the school and the Trust forward;
- Set appropriate cover work during times of absence.

General

Health and safety

You have a legal duty to take reasonable care of your own health and safety and that of others and you are expected to be familiar with, and adhere to Seckford Education Trust’s Health and Safety Policy.

Child Protection/vulnerable adults statement

Seckford Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. You will be expected to support this approach in the context of your role and to adhere to and ensure compliance with the Trust’s Child Protection Policy Statement at all times. If in the course of carrying out your duties you become aware of any actual or potential risks to the safety or welfare of children in the school you must report any concerns to the appropriate Safeguarding Lead or to the Headteacher.

Values

Ensure your work, communication and approach conforms to the values and house style of the Trust and the wider Seckford Foundation.

Keep up to date, and comply with the Trust’s Rules, Policies and Procedures at all times.



The Person

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Honours degree and Qualified Teacher Status (QTS); • Evidence of relevant professional development related to subject area (with further qualifications in PDP desirable); • A progressive approach to pastoral care with a keen interest in the latest research; • Experience of supporting / facilitating systems and processes to monitor and improve them (i.e. pastoral care / teaching and learning); • Detailed understanding of Ofsted criteria for teaching and learning; • Coaching and mentoring strategies to support staff development; • The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve student progress; • Up to date knowledge of the National Curriculum; • Strategies for social inclusion, personalised learning and differentiation across a mixed ability range; • Current national developments in education, teaching and learning; • Experience of teaching/leading curriculum development outside subject area. 	<ul style="list-style-type: none"> • Previous experience in an Assistant Head post.
Leadership and Management	<ul style="list-style-type: none"> • Experience of leading, coordinating and monitoring across a Department or a significant area within the department (e.g. KS3/ KS4/KS5/AFL); • Experience of direct line management and development of staff; • Evidence of successful teaching across the full ability and age range at examination level; 	

The Person

Essential

Desirable

Leadership and Management (cont.)

- Clear evidence of raising student achievement within a successful department;
- Implementing curriculum development that has led to raising standards.

Skills and Attributes

- Effective organisational skills with the ability to meet deadlines;
- Ability to gather, analyse and interpret data for effective target setting;
- Dynamic and innovative approach to teaching and learning developments within a department;
- Ability to model effective teaching methods in order to raise achievement;
- Ability to assess and promote students' progress in a variety of ways;
- Strong communication and interpersonal skills, with pupils, parents, and peers alike, with the ability to have direct conversations when necessary;
- Ability to plan strategically in order to raise achievement;
- Ability to write concise reports;
- Ability to carry out lesson observations, provide feedback and set suitable targets;
- Ability to lead, manage and implement changes to the curriculum;
- Ability to motivate and effectively manage students in large groups and individually.

The Person

Essential

Desirable

Personal Qualities

- An exceptional role model with high standards of integrity and approachability;
- Ability to lead and influence others;
- Ability to build positive working relationships with colleagues and provide support through coaching/line management;
- Democratic, sensitive and display a good sense of humour;
- Able to work effectively in a team;
- Flexible and collaborative;
- Ability to work hard with competing deadlines, prioritising appropriately and maintaining good humour;
- Willingness to attend outside meetings and to work outside the timetabled day;
- Discrete, flexible and collaborative.



Trust Vision and Values

Vision

We believe in each and every young person.

We will play our part in your success in the relay of life.

So join us and take up the baton.

You might run.

You might walk.

You might stumble and fall.

Whatever you do we will empower you to enjoy running your best race.

We believe in each and every young person, providing a foundation for life, so that you will proudly pass the baton to the next generation.

Values

Striving for Excellence

Is it a Rolls Royce or the Lego car that Peter aged 3 made? A Rembrandt or Maria's first finger painting that is now displayed on grandmother's fridge? Is it a Gold medal at the Olympics or Jamie beating his personal best?

It's all of these: using our talents and abilities in the best possible way; always trying to be better, guiding others to success. We know that excellence is never an accident; it is an attitude.

Collaboration

Alone we can do so little, together we can do so much.

Flowers will grow.

Bees will work.

Wind will carry.

Each works well on their own. But it's the whole that is greater than the sum of the parts.

Together they create new crops, beautiful flowers and sweet tasting honey. But they do more than that. They sustain life.

We are like the wind, bees and flowers. We too provide the foundation for life. We create the pollination of success through the power of collaboration.

Integrity

As the sun rises I wake up and I am faced with options and my choices affect how I feel about myself at the end of the day. I strive to have strength of character to speak out for others making a decision to stand by what is right. When I know one of my colleagues has not got the confidence to speak up I will stand by their side. When I see someone in class that no-one will work with I will work with them. I will treat others fairly and with kindness even when I feel the world is against me. Every choice I make will work towards supporting and strengthening the values of our community.

As the sun sets I will know that at the end of the day I can look back proudly, knowing I have been honest and stood by my principles. I acted with integrity.

Trust Vision and Values (Cont.)

Determination

We all have dreams.

We all have goals.

Jesse Owen's goal was to win an Olympic gold medal.

Imagine a divided America, where challenges and barriers were common place.

This is where Jesse Owens began to work towards his goal.

He was not allowed to travel on the bus alongside his white team mates, but yet he continued.

It was unsafe for Owens to eat in the diners, but yet he continued.

Owens carried injuries and was excluded from the team hotels, but yet he continued.

In 1936, in front of Hitler, Jesse Owens' determination was rewarded with not one, but four Olympic gold medals.

Our strength in falling back is our strength to leap forward.

Empowering

'Let go!'

'.....I already have.'

I will provide my child with the tools and confidence to cycle through their journey of life, supported in facing new adventures and challenges. Not everything to be experienced comes with instructions, but with strength in failure we can grow in success.

Starting with the stabilisers, the shout 'I can't.' My reply, 'Yes you can!' The stabilisers are removed and I steady the back of the bike running along-side. The new shout of 'Let go!' My response, 'I already have.'

Apply this to our Trust; for every time a student says 'I can't do it', we will reply 'Yes, you can. You just can't do it yet.' Empowering them and remembering that 'It always seems impossible until it is done.' – Nelson Mandela.



Information For Candidates

Applications will only be accepted from candidates completing the application form in full. CV's will not be accepted in substitution for completed application forms in the absence of good reason, although you may refer to the CV in the relevant section of the application form.

Interviews will be offered to those applicants who best demonstrate how:

- Skills, abilities and experience match the person specification for the job description, and;
- You evidence your commitment to the needs of the role and the Trust.

Any questions?

If you would like an informal discussion about any aspect of the role, or if you would like to arrange a visit please contact the HR Department on 01394 615167.

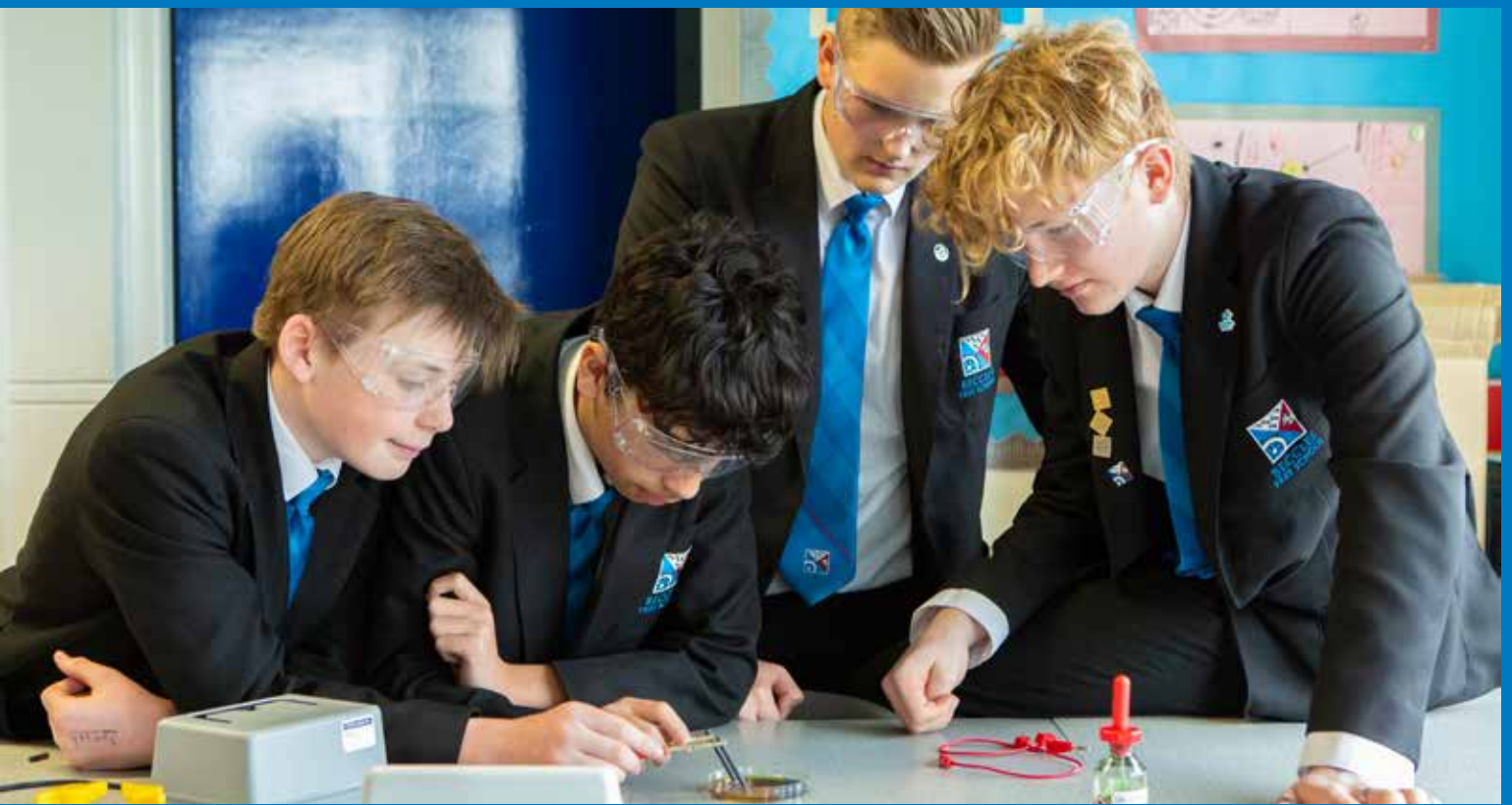
Applying

If you decide to apply for the position please return your completed application form (which can be found on <https://www.seckfordeducation.org.uk/jobs/>) and a formal letter of application by:

Email (preferable) to: hr@seckford-foundation.org.uk

Post to: HR Department, Seckford Education Trust, Marryott House, Burkitt Road, Woodbridge, Suffolk IP12 4JJ

All appointments are subject to the usual pre-employment checks to meet vetting and barring requirements. For more information about the application and vetting process please refer to the Explanatory Notes provided on the website.





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