# ASSISTANT HEAD

**ASSISTANT**

**HEADTEACHER**

# St Augustine’s CE High School

# Applicant Pack

*“The vision of faith, hope and love is central to this school.*

*The core values of kindness and inclusion are guiding principles.”*

*(OFSTED March 2023)*

### About St Augustine’s Federated Schools

We are a multi-cultural, multi-faith school with a distinctive Christian ethos. In October 2019 the High School and St Augustine’s Primary School joined together in a federation to create St Augustine’s Federated Schools known as SAFS.

St. Augustine’s is a vibrant and successful 11-19, fully comprehensive school in Kilburn where we encourage everyone, to “be the best that we can be”. Our students enjoy their school lives, and we try to ensure that decisions are made in the best interests of the students or to improve their learning.

It is our aim that all students leave us with the skills and abilities required to be lifelong learners and positive role models in the community. We are aiming to prepare them to be citizens of the world by teaching shared values and an understanding of the world around them.

### Our Christian & Shared Values

St. Augustine’s is an inclusive, happy and vibrant learning community that aims to ensure that every student achieves and experiences as much joy as possible during their time with us. By working in partnership with parents and carers we have confidence that our students will practice courage and perseverance in achieving their hopes and aspirations. However, we also recognise that young adults need to build character from within and have good role models. We support this through promoting explicit Christian values which are linked to our school saints:

**Who We Are**

We want all our community to have equal opportunities to experience “Life in all its fullness (John 10:10).” We are a highly inclusive, voluntary aided, Church of England school, which takes a unique trauma informed approach to student behaviour, engagement and wellbeing. We provide our young people with a world-class, work-related learning experience which results in outstanding outcomes and employment destinations. This vision drives us to constantly seek ways in which we can positively impact on the life chances of our students.

We were founded in 1870 by the parish of St Augustine, Kilburn through Fr. Kirkpatrick the first vicar and Mother Emily Ayckbown of the Community of Sisters of the Church.

Today the school maintains its strong links with the parish and the local community. We are a co-educational fully comprehensive 11-19 school, actively welcoming students whose heritage is from all over the world, whatever their background, belief or ability level. Diversity is our strength, and it is embraced and celebrated here. Our staff come from all backgrounds and walks of life and all members of our community work hard to provide a caring, safe, positive and happy learning environment. We are committed to providing a fair, equitable and mutually supportive leaning and working environment for students and staff.

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### https://www.stahigh.org/wp-content/uploads/2023/12/FHL5-1024x414.jpg

### From our Head of Federation, Eugene Moriarty

*Thank you for your interest in St. Augustine’s Church of England High school, part of St Augustine’s Federated Schools. We are a multi-cultural, multi-faith school with a distinctive Christian ethos who in October 2019 joined with the St Augustine’s Primary School to create St Augustine’s Federated Schools known as SAFS.*

*Every student at St. Augustine’s is treated as an individual, who we have the highest expectations of in terms of character and educational outcomes. Our motto is “Be the Best that we can be” and we support all of our community to achieve this.*

*Our recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) said ‘The lives of pupils at St Augustine’s are transformed because they are nurtured and cherished by skilled, caring and insightful adults in the school. School leaders and staff, motivated by the school’s vision, go to exceptional lengths to ensure that pupils, particularly the most vulnerable have hopeful futures.’*

*We believe that being part of the Federation offers many benefits to both schools and that together we are stronger and better enabling us to share expertise and professional development opportunities across staff teams and to recruit and maintain high quality teaching and support staff at all levels.*

### From our Head of High School, Rachel Kelly

*I would be delighted to welcome you St. Augustine’s High School and encourage you to visit us for a tour of our school. St. Augustine’s High School provides a safe, nurturing and inclusive environment where all students can thrive academically, socially, and emotionally.*

*We are proud to be the lead Trauma Informed School in the area, recognising that trauma has a profound impact on learning and behaviour. We work together to create a healing and supportive environment for all students. We believe that every student has the potential to “Be the Best they can Be”. We are committed to helping our students reach their full potential and are proud of how this was reported by Ofsted in our latest Inspection (March 2023) who said: “Leaders have high expectations, including for pupils’ behaviour. They provide pupils with support and guidance. Pupils are safe, happy and well cared for by staff. Pupils appreciate staff’s approach to managing behaviour in a fair and reflective way.”*

*Our mission is to empower each student to develop their unique abilities, interests, and talents through a challenging and engaging curriculum, a supportive and inclusive community, and a culture of excellence and continuous improvement. We are committed to transforming the lives of all our students, through our Christian Virtues of Faith, Hope and Love.*

### *St Augustine’s is a special place to work – our culture is collaborative and supportive. Each department works hard towards delivering their objectives but will always make time to support colleagues, sharing knowledge and skills and working together on whole school events. I hope this pack provides you with all you need to move forward with your application. If you are left with questions, please contact our HR Department; we look forward to receiving your application.*

**Our Benefits**

We value the hard work and dedication of all our staff and the impact it has on our ability to achieve our aims and goals. No matter what your role, by joining St Augustine’s Federated Schools, you will be making a difference to the lives of young people in our community and the Federation. St Augustine’s has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives including:

* Excellent opportunities for continuous professional development and support to progress your career
* Pension scheme (Teachers' Pension Scheme or Local Government Pension Scheme) with generous employer contribution
* 27 days annual leave plus bank holidays (for non-term time only staff), rising to 30 days after 5 years’ service
* Lifestyle friendly working arrangements and policies
* Employee Assistance Programme for free and confidential advice
* Cycle to work salary sacrifice scheme
* Interest-free season ticket loans
* Contribution of £20 towards eye tests and £65 towards frames/lenses
* Weekly opportunity to meet with the Headteacher during her ‘clinic’
* Staff Well-Being Programme
* Free social events for staff
* Fallow Weeks and regular staff consultation

### Federation Ethos & Expectations

* To undertake such other duties as may be required, commensurate with the level of responsibility of the post and to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
* To engage actively in the performance review process, addressing appraisal target set in conjunction with the line manager each Michaelmas Term
* To participate in training and other professional development learning activities
* To promote equal opportunities and celebrate diversity in all aspects of the Federation
* To play a full part in the life of the Federation community, to support its distinctive aims and ethos and to encourage other staff and students to follow this example
* To support and attend Federation events and support our Church of England vision and ethos
* To adhere to the Federation’s Dress Code
* To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance ‘Keeping Children Safe in Education and the Federation’s Safeguarding/Child Protection policies
* To be aware of, comply with and promote all Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
* The Federation will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).
* Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

**Job Description**

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| --- | --- |
| **Job Title:** | Assistant Headteacher |
| **Line Manager:** | Head of Federation / Head of High School |
| **Line Management Responsibility:** | Confirmed on appointment |
| **Responsibility to:** | Raising achievements of students throughout the school specifically or other agreed responsibilities |
| **Term:** | Permanent/Full time |
| **Salary:** | Inner London Leadership Pay Scale 15-19 |

**Main purposes of the job**

The Assistant Head Teacher will be a model professional, setting an excellent example to teaching and support staff. They will work in close partnership with the Head of Federation and Head of High School in actively and demonstrably promoting enrichment, achievement and inclusivity through building and implementing agreed school policies.

**General Responsibilities**

Generic to all Senior Leadership Teams the general responsibilities are based on the National Standards for Headteachers.

The Standards embody three key principles, namely that the work of Headteachers should be: Learning- centred, focused on leadership and reflect the highest possible professional standards.

**Leading Teaching and Learning:**

• To be responsible for raising the quality of teaching and learning and for students’ achievement by setting high expectations and monitoring and evaluating the effectiveness of learning outcomes

• A successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to lifelong learning

• To ensure a consistent and continuous School- wide focus on students’ achievement using data and benchmarks

• To monitor progress in learning as part of the School Leadership Team

• To ensure that learning is at the centre of strategic planning and resource management

• To establish creative, responsive and effective approaches to learning and teaching

• To ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning

• To demonstrate and articulate high expectations and set stretching targets for the whole School community

• To implement strategies which secure high standards of behaviour and attendance

• To implement a diverse, flexible curriculum and implement an effective assessment framework as part of the School Leadership Team

• To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students

• To monitor, evaluate and review classroom practice and promote improvement strategies

• To challenge underperformance at all levels and ensure effective corrective action and follow up

**Developing self and working with others:**

To recognise that effective relationships and communication are important in work with and through others. Effective Leadership Team members manage themselves and their relationships well. Leadership is about building a professional learning community, which enables others to achieve. Through performance management and effective continuing professional development practice, the Leadership Team support all staff to achieve high standards. The Leadership Team should be committed to their own continuing professional development in order to develop the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them:

• To treat people fairly, equitably and with dignity and respect

• To create and maintain a positive School culture

• To build a collaborative learning culture within the School and actively engage with other schools to build effective learning communities

• To develop and maintain effective strategies and procedures for staff induction, professional development and performance review

• To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities

• To acknowledge the responsibilities and celebrate the achievements of individuals and teams

• To develop and maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory

• Regularly review own practice, set personal targets and take responsibility for own personal development

• To manage own workload and that of others to allow an appropriate work/life balance.

**Strengthening Community:**

To commit to engaging with the internal and external School community to secure equity and entitlement. Collaborating with other schools in order to share expertise and bring positive benefit to their own and other schools at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Sharing responsibility for leadership of the wider educational system and be aware that School improvement and community development are interdependent:

• To build a School culture and curriculum which takes account of the richness and diversity of the School community

• To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment

• To ensure learning experiences for students are linked into and integrated with the wider community

• To ensure a range of community-based learning experiences

• To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families

• To create and maintain an effective partnership with parents and carers to support and improve students’ achievement and personal development

• To seek 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.

• To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives

• To co-operate and work with relevant agencies to protect children.

**Person Specification**

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| **Attributes** |  | **Essential/**  **Desirable** | **Assessment** | |
| **Qualifications** | * Good honours degree QTS or PGCE * Post graduate qualification – subject related or educational | E  D | C  C | |
| **Professional Experience, Knowledge and Understanding** | * Excellent examination results achieved by pupils taught * Positive working relationships with colleagues and parent body * Experience of teaching own subject in previous school to A Level standard * Previous successful experience of Senior Management role. * Mastery of content of a GCSE syllabus * Familiarity with an A level syllabus * Familiarity with a variety of textbooks and resources, including web-based | E  E  E  D  E  D  D | AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR |
| **Abilities and Skills** | * Ability to teach own subject to GCSE and A level to pupils of all abilities * Ability to use a variety of teaching and learning styles * Effective time management * Good organisational skills * Ability to convey infectious enthusiasm for the subject * Ability to motivate young people * Excellent written communication skills * Excellent rapport with parents, staff and students * Competency with ICT and interactive whiteboard * Ability to articulate and effectively communicate the School’s vision * Competency with ICT and interactive whiteboard | E  E  E  E  E  E  E  E  D  D  D | AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR  AF, I, PR |
| **Personal Qualities** | * Willingness to contribute to the broader life of the school, including through active involvement in enrichment activities * A commitment to working in a busy school environment * Flexible, motivated and committed to high standards of working * Good attendance and punctuality * Resilience, energy and enthusiasm * Adaptability to changing circumstances and new ideas * Professional approach to working * Resilient and determined to achieve goals * Committed to the ethos of the school * Willingness to be flexible and take on additional duties as and when required * Willingness to participate in further training and development opportunities offered by the school * Possess integrity, honesty, perceptiveness and a commitment to fairness | E  E  E  E  E  E  E  E  E  E  E    E | AF  AF, I  AF, I  AF, I  AF, I  AF, I  AF, I  AF, I  AF, I  AF, I  AF, I    AF, I |
| **Equal Opportunities** | * A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way * A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities * A commitment to working in a flexible and collaborative manner with all members of the school community * Ensure implementation and promotion in employment and service delivery of the School’s equal opportunities policies and statutory responsibilities. | E  E  E  E | AF, I  AF, I  AF, I  AF, I |
| **Child**  **Protection**  **and Safeguarding Awareness** | * Knowledge and understanding of child protection and safeguarding legislation * A commitment to safeguarding and promoting the welfare of young people | E  E | AF, I  AF, I |

**KEY:**

**AF Application Form**

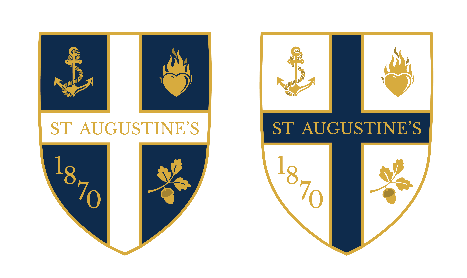
**I Interview**

**PR Professional Reference**

**C Certificates**

***Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from their Line Manager, SLT or Headteacher to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.***

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.



## Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date on our application form (CVs are not accepted).

Thank you for your interest in the St Augustine’s Federated Schools. We look forward to receiving your application.

## How To Apply

Please visit <https://www.stahigh.org/about-us/our-current-vacancies/>to download our application form. Completed applications should be sent by email to [**applications@stahigh.org**](mailto:applications@stahigh.org)

## Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you’ll need to have ready:

* Personal information about you
* Details of your education and employment history
* Details of any qualifications and training gained
* A supporting statement

## Help and Support

If you have any queries, or for help and support completing your application, please contact [**applications@stahigh.org**](mailto:applications@stahigh.org)

## Safeguarding Notice

The St Augustine’s Federated Schools are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.