



Uckfield College

Recruitment Information Booklet

Assistant Headteacher Aspiration and Inclusion L8 to L12

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Dear Candidate

I am delighted you are interested in applying for a role at Uckfield College and thank you for taking the time to discover more about life at our school.

The staff here, both teaching and non-teaching, are excellent. They are professional, deeply caring people who have a strong moral purpose to make a difference to young people. Students in lessons are ready and eager to learn. Both personally and professionally, I am very proud of the work they do. While we are a 'students first' college, and students are what we are here for, our greatest asset is our dedicated staff who frequently go beyond the 'call of duty' to develop and maintain the very special learning environment that is Uckfield College. We are a Super Curricular school, which means that every student in years 7-13 (including those who are disadvantaged or have special needs) has to do at least one Super Curricular activity a week. There is an exceptional range of exciting opportunities on offer.

I feel sure that you will identify Uckfield College as an energetic and successful place in which to work. One aspect that stands out is the extensive support for teachers. There are comprehensive shared resources, detailed schemes of learning, weekly Joint Professional Learning Time (JPL), an innovative Professional Learning and Development (PLD) programme and our research informed, nationally recognised framework for teaching and learning, called Uckfield Excellence. Our professional development programme is exceptional and every member of staff in our team has bespoke training for their support role, teaching post or leadership position. Most recently, we have been focusing on 'Total Participation', setting out to embed key pedagogical strategies that ensure students are thinking hard and engaged in their learning.

If, after reading about us, you decide to apply for the post, then we look forward to receiving your application form. Applications will be processed in line with the dates provided and we will write to successful and unsuccessful candidates as soon as possible to inform them of their progress.

There is further information about the College, including the Prospectus and an electronic version of the briefing booklet and application form available on our website: www.uckfield.college. If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via my PA, Toni Fletcher, on 01825 764844, extension 1002.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. Uckfield College is very much a team and I believe, fundamentally, a very happy and successful one.

I look forward to meeting short-listed candidates at interview.

Yours sincerely

Sara Marshallsay
Principal



About our College

Uckfield College is a highly successful 11-18 school, with strong results, motivated staff and students and highly engaged governors. In April 2024, we were proud and delighted that Ofsted graded Uckfield College as unequivocally 'Outstanding' in all areas. The inspection particularly highlighted the extremely positive staff culture and innovative, ambitious professional learning:

The school's 'ceaseless pursuit of learning' extends to staff. Well-being is a priority for all. Staff are confident that leaders consider their workload when planning new initiatives. Training for teachers is unapologetically ambitious and highly effective. Early career teachers receive exceptional support and guidance. All staff, regardless of experience, participate in coaching that improves both their subject knowledge and teaching skills. As a result, staff feel highly motivated and are very proud to work at the school. Governors are ambitious for the school. They provide expertise and robust challenge. Leaders are diligent and highly skilled. Together, their shared commitment to continuous improvement is at the heart of decision making.

OFSTED April 2024



Inspectors also said some wonderful things about our students:

- *Pupils' behaviour and conduct are typically excellent.*
- *The Uckfield qualities of love, integrity and kindness permeate the school.*
- *Different opinions are respected and diversity is celebrated. As a result, this is a highly inclusive school.*
- *Pupils relish challenge and are not afraid of making mistakes.*
- *Sixth form students thrive when taking on positions of responsibility, such as head student or when contributing to the student leadership team. They are excellent role models and perform their responsibilities with care, dedication and diligence.*

Students are at the heart of everything we do. The positive relationships between staff, parents and students have helped us to sustain and drive significant improvements in recent years. We are very proud of our College and want to recruit members of our staff team who will champion and celebrate our success, within the College and in the wider community.



Our Vision and Ethos

Our Vision: An inspiring College where every individual is supported and challenged to achieve personal excellence.

Our Aim: Is for everyone in our community to lead truly, deeply, happy, fulfilled and purpose-driven lives. Our curriculum is how we achieve those aims.

In feedback to the Lead Inspector during our last Ofsted Inspection, one parent summed up the ethos of the school as **“Encouraging the young people to love learning, be interested in the world around them, take care of it and take care of one another.”**



Our Staff

We are exceptionally proud of our staff here at Uckfield College, both teaching and non-teaching. They are an amazing team who work together collegiately to support each other and help each and every one of us to be the very best we can.



Assistant Headteacher: Aspiration and Inclusion

Hours	Full Time
Commencement	Term 5 2025 (after Easter holiday)
Contract	Permanent
TLR	L8 to L12 (currently £59,167 to £65,286)

This Assistant Headteacher role is fundamental to fulfilling our aim that all students are supported and challenged to achieve personal excellence. It is a rewarding opportunity to work with a great staff team, with the shared goal of making a tangible, often transformative, difference to young people's lives.

We are looking for someone who can bring significant experience at a middle leadership level, be that pastoral or curriculum, and who is ready and keen to take on a whole-school SLT role. Responsibilities and accountabilities will be clearly delineated with the successful candidate post-interview, partially in response to their particular strengths and experiences. However, it is likely that the post will include responsibility for the progress of a subset of the student body, for example, those with high prior attainment or pupil premium, the development and line management of an alternative provision curriculum, and the leadership of our 'graduated support' process, which underpins our pastoral system and is key to ensuring we are doing everything we can for vulnerable students who are at risk of suspensions, exclusions or becoming NEET. In time, the role may also develop into taking responsibility for other SLT areas, for example partnership working with parents, attendance, or line management of a department.

You will be joining a talented, highly committed and hardworking SLT. Though not an exhaustive list, the leadership traits that we really value are: being authentic, collaborative, courageous, passionate about education and high standards, a lifelong learner, welcoming of feedback, biased towards action, organised and reliable, solution oriented and a change agent. We also know how important it is to have a sense of humour, to be able to thrive in a diverse environment and to be happy and upbeat, most of the time! We are looking for someone who is an excellent teacher and who has the integrity and resilience to work with demonstrable impact on outcomes. We are also looking for someone who will have a highly positive influence on our College culture. We are really interested in growing leaders, and you will be given plenty of opportunities and the challenge and support to be able to learn, develop and thrive.

It is an exciting time to join Uckfield College. Though we were delighted with our OFSTED 'Outstanding' outcome in April 2024, we are wholly uncomplacent, and are restless for ongoing improvement and securing of the highest standards for all of our young people. We know that we exist to serve our local community and set out to work effectively with our parents and carers. We also know that highly effective strategic and senior leadership is at the heart of any school's success.

The Application Process

We hope that after reading the information in this booklet you will be keen to apply to join our dedicated team of staff. If you would like to be considered for this role, please complete and return an East Sussex County Council Application Form, which is available electronically from our website. We will also be pleased to forward a hard copy of the application form to you if you prefer.

Please ensure that you submit your application before the closing date for this post of Monday 13th January 2025 at 9.00 a.m. Unfortunately applications received after this time cannot be considered. If you are short-listed for the post we will contact you as soon as possible to invite you to interview on Tuesday 21st January 2025.



If you would like to discuss the post further, or arrange to visit the College prior to making your application, please do not hesitate to contact our HR department on 01825 764844 extension 1008 or email hr@uckfield.college.

The Interview Process

We look forward to welcoming short-listed candidates on the interview day, when they will have the opportunity to find out much more about the College throughout the interview process. On the day you can expect the format to include:

- Welcome from the team
- Lesson observation
- Tour of the College
- Meetings with key members of the team
- Panel interview
- Presentation on being an excellent member of SLT
- Leading an assembly
- Learning Walk and feedback
- Safeguarding interview

We are committed to the safeguarding of children. References and Enhanced Disclosure and Barring Service checks will be conducted on the successful applicant. Please note this role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds.



Job Description

Job Title: Assistant Headteacher: Aspiration and Inclusion

Responsible To: Deputy Principal

Main Purpose of the Job

- To lead the Graduated Support programme Y7-11: chairing the Graduated Support meetings and communicating the outcomes of these meetings effectively with parents/carers, staff and students; making sure SLT and other colleagues are aware of high profile and/or very vulnerable students and are working together to support them
- To work with external agencies, particularly LSEAT and the Inclusion Partnership on building effective plans for the small number of students who are at risk of multiple suspensions or exclusion
- To develop and line manage the implementation of an innovative and bespoke alternative provision for a small number of students from KS3 and KS4
- To evaluate the causes of any weakness in progress by an identified group of students and to lead staff and curriculum development to address these, strengthening provision and adding support where needed
- To attend and contribute to the Progress and Wellbeing Committees with relevant Governors
- To make a full contribution to the day to day running of the College: being a visible presence, contributing to assembly, detention, duty, on-call rotas, attending evening events
- To make a full and committed contribution to SLT roles and responsibilities and to have the flexibility to lead staff and students across different areas that may change over time
- To mentor, coach, challenge and support teaching and support staff to ensure the best possible provision for students
- To build and maintain very strong, constructive partnerships with parents/carers

Strategic Leadership Team Purpose

- To promote our College vision: an inspiring College where every individual is supported and challenged to achieve personal excellence
- To turn our College vision into reality
- To promote our core beliefs that students are at the heart of everything we do and our staff are our most valuable asset
- To effectively implement our 3 Year Strategy and College Development Plans
- To actively promote the Uckfield Qualities of integrity, aspiration, resilience, self-regulation, kindness and curiosity

Job Dimensions

- Provide professional leadership and management across the College to secure its success and continuous improvement.
- Ensure high quality education and educational opportunities for all students;
- Achieve consistency with the College's policies and protocols;
- Promote outstanding teaching and learning;
- Improve progress, achievement and attainment.
- **SLT:** Play a major role under the overall direction of the Principal in:
 - achieving the aims and objectives of the College,
 - establishing the policies through which they shall be achieved,
 - managing staff and resources and monitoring progress towards their achievement,
 - undertaking any professional duties reasonably delegated by the Principal.
- **Students:** Accountable for the oversight of learning of all students, engaging and motivating in the classroom and building team commitment with colleagues.
- **Staff:** Accountable for the direct line management of a number of curriculum leaders
- **Resources:** Accountable for the various budgets allocated, e.g. staff development
- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal;



- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment through the use of evidence-informed practice;
- To play a full part in the life of the College and its community, to support its mission and ethos of loving learning for life and to be a role model for staff and students.
- To ensure that academically, students make outstanding progress and achieve in line with our high aspirations for them

Whole School Leadership Accountabilities

As judged by our School Self Evaluation and by Ofsted:

- Quality of Teaching, Learning and Assessment;
- Comprehensive monitoring of the quality of Teaching and Learning by all SLT and TLR leaders across the College through:
 - Lesson and Personal Development Time observations
 - Work scrutiny
 - Digital Learning Organisers
 - Learning walks
 - Teachers marking/assessment records (mark books)
 - Student voice interviews
 - Data analyses;
- Staff professional learning and development (Joint Professional Learning);
- Achievement, progress and outcomes for all learners in Key Stages 3 and 4;
- Effectiveness of Leadership and Management at all levels;
- Personal Development, Behaviour and Welfare, including the 'whole person' learning for life curriculum, e.g. SMSC, British Values, Prevent, PSHE, Careers etc.

Strategic and Operational Leadership, Planning and Implementation; to:

- monitor learning in the year group through Learning Walks and feedback from parents, staff and Student Voice,
- self-evaluate and review pastoral policies and practice through Learning Walks and feedback from parents, staff and Student Voice,
- create and implement whole school and year development plans,
- attend CL/DOY meetings and contribute to whole school policy development,
- chair and keep records of agendas and action points of regular meetings,
- communicate and work closely with SLT and Governors over these key accountabilities.

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.

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.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.



Job Description

Job Title:	Teacher
Responsible To:	Curriculum Leader

Main Purpose of the Job

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment through the use of evidence-informed practice.
- To play a full part in the life of the College and its community, to support its mission and ethos of realising potential and to be a role model for staff and students.

Job Dimensions

- Students: accountable for the oversight of learning of those students allocated to the post holder, engaging and motivating in the classroom and building team commitment with colleagues.

Key Accountabilities

Strategic Direction and Development: Lead, develop and implement teaching and learning policies, plans, targets and practices to ensure contribution to whole College improvement.

Where appropriate to:

- promote the general progress and well-being of individual students and of any class or group of students assigned to the post holder;
- use evidence-informed practice to improve outcomes in each area of the role;
- identify clear teaching objectives through planning and specify how they will be taught and assessed;
- set tasks which challenge students and ensure high levels of interest and expectations for each and every student;
- set clear targets and intervene, when appropriate, based on prior attainment;
- provide clear structures and routines for lessons which regularly review prior learning using effective strategies, e.g. retrieval practice;
- use regular, specific feedback, both verbal and written, to provide clear and meaningful improvement strategies to students;
- effectively scaffold the curriculum and use adaptive teaching to ensure all students can access and excel at tasks within each lesson;
- have routines which maintain high levels of pace, motivation and challenge;
- ensure students' working memory is kept on task through cognitive offloading strategies;
- maintain discipline in accordance with the college's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- use college strategies to improve literacy in all lessons, e.g. the explicit teaching of Tier 2 vocabulary;
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate own teaching critically to improve effectiveness;
- ensure the effective and efficient deployment of classroom support through explicit guidance;
- prepare students for public examinations where relevant;
- register the attendance of students in lessons in line with the college policy.

Leading and Managing Staff: provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning.

Where appropriate to:

- use performance data to evaluate students' progress and set appropriate targets for improvement;
- use strategies to promote self efficacy for every adult in the college;
- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;



- promote the use of educational research to improve both student and staff outcomes;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the students achieving;
- undertake assessment of students as requested by examination bodies, departmental and College procedures;
- prepare and present informative reports for parents and other external agencies as appropriate;
- make records of reports on the social needs of students;
- provide or contribute to oral and written assessments, reports and references relating to individual and groups of students.

Curriculum Development

- Contribute to the development of Schemes of Learning and lesson planning within the curriculum area which are inline with the subject's curriculum intent.

Teaching and Learning: secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.

- Have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the College;
- establish effective working relationships, with students and staff, and set a good example through own presentation and personal and professional conduct;
- endeavour to give every student the opportunity to reach their potential and meet high expectations;
- to use strategies to promote self efficacy for all students;
- monitor student progress and implement intervention strategies;
- be committed to safeguarding and promoting the welfare of students in all lessons and related activities, and develop and implement policies and practices which reflect the College's commitment to every child;
- provide guidance and advice to students on educational and social matters and on further education and future careers;
- maintain good order and discipline among students and safeguard their health and safety when they are engaged in authorised College activities elsewhere;
- participate in arrangements for students presentation for examinations;
- supervise and so far as practicable teach any students whose teacher is not available to teach them following the current Pay and Conditions;
- participate in meetings at the college which relate to the curriculum, administration or organization of the college.

Communication

- Communicate and consult with the parents of students and Governors where appropriate;
- communicate and cooperate with persons and external agencies and participate in meetings arranged for any of the purposes described above;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review Days and events with partner schools;
- contribute to the corporate life of the College through effective participation in meetings and management systems necessary to coordinate the management of the College;
- cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the College, department and students.

Deployment of Resources

- Review from time to time own methods of teaching and Schemes of Learning;
- participate in arrangements for own further training and professional development as a teacher;
- participate in arrangements for own supervision and training whilst serving in an induction period;
- participate in arrangements for the appraisal of own performance and that of other teachers;
- take responsibility for own professional development and duties in relation to College policies and practices;
- contribute to the professional development of other teachers e.g. the induction of new teachers.

Quality Assurance



- Embed the College's High Reliability practices in order to sustain and develop high quality teaching and learning.

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.

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.

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Assistant Headteacher: Aspiration and Inclusion

Essential education and qualifications

- Qualified Teacher Status
- Good Honours Graduate

Essential key skills, abilities, knowledge, experience, values and behaviours

- Leadership experience
- Use of strategies to have successfully raised student achievement
- Evidence of the impact of your leadership
- Responsibility for developments that have improved student progress
- Track record of excellent teaching in secondary education
- Outstanding classroom teacher
- High quality interpersonal skills
- Team player
- Flexible
- Proactive and able to make decisions
- Ambitious, personally and for the College
- Positive 'can do' attitude
- An educational vision focused on students
- Excellent range of communication skills; listening as well as speaking, presenting, writing

Desirable criteria

- Evidence of significant and relevant further professional development



Strategic Leadership Team

Structure, Organisation and Accountabilities

Principal: Sara Marshallsay

- ❖ Whole College strategic direction
- ❖ Students' progress, achievement and attainment Y7-13
- ❖ Whole College Self Evaluation and Review
- ❖ Whole College Development Plan
- ❖ Overall responsibility for Quality of Teaching and Learning and Curriculum
- ❖ Quality of Leadership across the College, including SLT development, effectiveness and impact
- ❖ Overall responsibility for Raising Achievement
- ❖ Overall mental health strategy
- ❖ OFSTED
- ❖ Governors partnership working
- ❖ Policies
- ❖ DPO / GDPR (with Toni Fletcher)
- ❖ Alliance and partnership working
- ❖ Primary Headteachers' liaison
- ❖ College budget, finance, facilities and resources (with Caroline Tucker)
- ❖ Community and communications. Reputation (Press releases / Marketing / Website / Social Media / Parental communication)
- ❖ Staff bulletin
- ❖ Prospective Sixth Form and Prospective Y7 students tours
- ❖ Departmental reviews
- ❖ Surveys
- ❖ IT strategy
- ❖ Parent Voice
- ❖ Staff recruitment, retention, appointments and promotions. Whole College Staffing and Timetable (with Jamie Bowie)
- ❖ Staff mental health and emotional wellbeing. Staff workload.
- ❖ Staff safeguarding
- ❖ College Council (with Natalie Smith)
- ❖ **Line Management:**
 - *Martin Bradley*
 - *Simon Webster*
 - *Gemma Fassam*
 - *Jon Waite*
 - *Natalie Smith*
 - *Caroline Tucker*
 - *Toni Fletcher*
 - *Sam Mahoney (with Natalie Smith)*



Martin Bradley
Deputy Principal Transition/KS3
(Teaching and Learning and Raising Achievement Lead)

Staffing budget
Departmental Capitation

KS3: Quality of Education (teaching and learning, outcomes, curriculum)
RAFA and intervention for those vulnerable to underachievement KS3
KS3: Behaviour and Attitudes (uniform, extra-polite, pro-social, aspirational, suspensions, reintegrations)
Inclusion Partnership/Targetted Support KS3 (with Zara Carey and DoYs)
Reintegration plans post suspension (with SLT)
KS3: Personal Development (with ARB): (PDT, interventions, careers)
NEETs (with SSM)
KS3: Admissions
KS2 Transition (Primary Liaison, Transition, Year 6 home visits, Open Evening, Chromebook Scheme)
DSL (with Di Ricketts)
LAC and Young Carers (with Di Ricketts)
Assessment (AfL, PIN, Markbooks, Assessment Calendar)
Uniform with SLT and PALs
Parents' Evenings
PTA
Graduated Response: Behaviour and Attendance
Inclusion Bids
Graduated Support Meetings - agenda and chair (with ZCR)
Direction and QA of lunch/ break/ before/after school supervision
Corridors, field and public spaces
DoYs' meetings - agenda and chair
Wealden Partnerships
Tennis project
Line management:
Jamie Bowie
Zara Carey
Amanda Roberts

Simon Webster
Deputy Principal KS4
(Teaching and Learning and Raising Achievement Lead)

Intervention budget
Cover budget
T&L Software budget

KS4: Quality of Education (teaching and learning, outcomes, curriculum)
RAFA and intervention for those vulnerable to underachievement KS4
KS4: Behaviour and Attitudes (uniform, extra-polite, pro-social, aspirational, suspensions, reintegrations)
Inclusion Partnership/Targetted Support KS4 (with Zara Carey and DoYs)
Reintegration plans post suspension (with SLT)
KS4: Personal Development (with ARB): (PDT, interventions, careers)
NEETs (with SSM)
KS4: Admissions
Peer Review with partner secondary schools
Punctuality (with BBR)
Homework
Parent Forum
Educational Trips
Calendar/ College Diary/ early closures/ 1265 hrs
Cover/ supply/ lieu days/ staff absence
Enrichment Week and staffing timetable
Options Process (with Jamie Bowie)
Presentation of students' work
CLs' meetings and development day - agenda and chair
HPA / Exceptional (with Jack Roberts)
Super-curricular (with James Harvey)
Digital technologies for teaching and learning and workload (MLJ)
Character cards
Corridors, field and public spaces (departments)
Line management:
Beth Brown
Jack Roberts
Maths



Science
Computing
Music
Drama
Dance
PE and Outdoor Education

Safeguarding Manager
Pastoral Leaders (Years 7-11) (with ARB)
College Counsellors
Family Support SEND workers and Leader of LAs

Geography
Art and Photography
Philosophy
RS

James Harvey (super-curricular)
Marcus Littlejohns (technology for learning)
Cover Supervisors lead
Nicky Leszniwskyj (EVC)



<p>Jon Waite Assistant Principal - Teaching and Learning Professional Learning and Development budget Mentorship fund</p> <p>Performance Development Quality Assurance Teaching and Learning: Uckfield Excellence, Ped Team, PLD, JPL Schemes of Learning Staff induction programme Staff handbook and Departmental handbooks JPL (Joint Professional Learning) Individual PLD for staff: Instructional Coaching, staff mentoring, teacher area of pedagogical development & peer lesson observation, IRIS, use of lead practitioners to impact in classroom Use of digital technology in relation to developing professional learning, eg IRISConnect, Walkthrus, Leadership Matters, shared resources on the Staff Drive and PLD website Chartered College Teaching and Learning policy ITT (with Carla Taylor). Schools Direct, SCITT, Teaching school, Apprenticeships STEAM (with Kelsey Mercer)</p> <p>Line Management: History/Politics Media and Film Technology Business and Economics <i>Jez Davison (Lead Practitioner for Behaviour)</i> <i>Kelsey Mercer (STEAM)</i> <i>Dave Brunson (Research Lead)</i> Lead Practitioner: Adaptive Teaching</p>	<p>Gemma Fassam Assistant Principal - Head of Sixth Form Sixth Form budget Sixth Form bursary</p> <p>Teaching and Learning: KS5 pedagogy and practice QA of Sixth Form Teaching and Learning Sixth Form Development Plan KS5 Curriculum and Options 6th Form Open Evening 6th Form TTA and Celebration Eves 6th Form recruitment, induction and enrolment Monitoring Student Progress, Analyses and Intervention - RAFA Sixth Form PiXL KS5 lead Homework and independent study KS5 KS5 PDT and PSHE UCAS lead 6th Form Student Leadership KS5 Celebration, praise and recognition KS5 Behaviour and Attendance Sixth Form in year admissions Deputy DSL Sixth Form CP/Safeguarding lead ECT Manager</p> <p>Line Management:</p> <ul style="list-style-type: none"> ➤ <i>Directors of Sixth Form</i> ➤ <i>Early Careers Teachers</i> ➤ Psychology ➤ Sociology ➤ Health and Social Care 	<p>Natalie Smith Assistant Principal - Raising Achievement Pupil Premium Budget Chromebook Support Fund KS3 intervention budget (including rewards and student leadership)</p> <p>Total Participation in lessons Every Second Counts Pupil Premium 5 point Reading Strategy Oracy and public speaking (with PAL) Student Leadership and College Council Recognition and Praise Celebration Evenings (with relevant DoY) Mentoring and Mentoring materials Homework and Revision methods MyACE and Digital Learning Organisers Inspirational outside speakers for Y7-10 (with ARB) 'Together to Achieve' Evenings Evaluating sources of underachievement in year groups and producing proposals to address these Monitoring and responding to student academic progress data through supporting LMs with specific departmental action plans</p> <p>Line Management: MFL English</p> <p><i>Jenny Buckland, Reading Champion</i> <i>Polly Allen, Oracy Champion</i></p>
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<p>Jamie Bowie</p> <p>Assistant Headteacher: Data, Exams and Timetable</p> <p><i>Exams and Invigilation Budget</i></p> <p>Quality Assurance of assessment data from Curriculum teams Recording and Reporting Exams KS4 and KS5 Options Timetable Curriculum and staffing analysis Deep Learning days (with ARB) Staff duties, including on-call Target setting (whole college, dept and student) Monitoring Student Progress, Analyses, Information, Returns SIMS; SMID; Behaviour and Attendance data</p> <p>Line management: SIMS data team Exams team</p>	<p>Beth Brown</p> <p>Assistant Headteacher: Standards and Achievement</p> <p><i>TBC - parts of intervention budgets</i></p> <p>Raising Standards Lead Y11 Sixth Form Recruitment KS4 (with GFS) Monitoring and responding to student progress and behaviour data through DoYs and PALs KS3 and 4 Student Monitoring Reports CLs' and DoYs' Common Agendas KS4 PixL approaches Invite only Parents' Evenings Detentions Punctuality (with SWB) Restore/Supervision</p> <p>Line Management: DoYs Y7-11 (they work with DPs and ZCR through Graduated Support on most challenging cases)</p>	<p>Zara Carey</p> <p>Assistant Headteacher: Aspiration and Inclusion</p> <p><i>High Needs; Learning Plus; EALs AP budgets</i></p> <p>SEND SEND interventions SEND Parent/Carer Notices Adaptive Teaching with CLs: Uckfield <i>Essentials</i> EAL Edukey Inclusion Partnership (with DPs) Targeted Support and Alternative Provision Exam Access Arrangements (with JBW) Graduated Response Meetings Chair</p> <p>Line Management: SENCOs Lead ASC LA</p>	<p>Amanda Roberts</p> <p>Assistant Headteacher: Belonging and Culture</p> <p><i>Personal Development budget</i></p> <p>Attendance EBSA Toolkit plans Mental Health Resilience Award Personal Development Curriculum Y7 and IYA Student induction Personal Development Interventions: character Anti-bullying/ anti-prejudice Culture Uniform (with DPs and PALs) Assemblies PDT Deep Learning Days (with JBW)</p> <p>Line Management: Life Learning Attendance Officer/Resilience Coach PALS JPL (with MBR)</p>
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The Application and Appointment Arrangements

We look forward to receiving your application which should be returned to the HR Department at Uckfield College, hr@uckfield.college. Your application should comprise:

- A letter of application (2 sides A4 max), which includes reference to those aspects of your experience, personal qualities, knowledge and skills which will equip you for these roles;
- A fully completed application form.

The closing date for receipt of completed applications is Monday 13th January 2025 at 9.00 a.m. Short-listing will take place shortly afterwards and interviews will be held on Tuesday 21st January 2025. The selection process will include meetings with key members of the team, a lesson observation, a tour of the College and formal interviews.

If you require any further information please contact the HR department at Uckfield College on 01825 764844, extension 1008 or email hr@uckfield.college. Alternatively you may contact Toni Fletcher, PA to the Principal, on 01825 764844, extension 1002, or email t.fletcher@uckfield.college.



Uckfield College

Love Learning for Life



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