

# CAREER OPPORTUNITY

## Assistant Headteacher: Behaviour and Attitudes

Required for April 2023



01952 387000



hlcadmin@lct.education



<https://hadleylearningcommunity.org.uk>

Proud to be a member of the



The appointment will be subject to enhanced DBS clearance (including a check on the children's barred list for those working in regulated activity) for the successful applicant. We are committed to Safeguarding and promoting the welfare of children. We follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education (KCSIE). We are also committed to Equality and Diversity. Sorry but CV's will not be accepted. Please note, an online search may form part of this recruitment process following recommendations from KCSIE. We reserve the right to close this vacancy early should we receive an overwhelming response. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy

# Assistant Headteacher: Behaviour and Attitudes

## Required from April 2023

Welcome to Hadley Learning Community.

We are a school that proudly serves and sits at the heart of the local community of Hadley in Telford. Our vision is that every child belongs to our school and community, respecting others and importantly themselves. That their hard work and dedication inspire others and bring success in all their endeavours. That they enjoy their learning, friendships and opportunities at Hadley Learning Community.

Our recent Ofsted report in June 2022 celebrated our 'high expectations for pupils' behaviour' within 'a highly ambitious and inclusive curriculum'. They reached the conclusion that 'the school could be judged outstanding if we were to carry out a section 5 inspection now'.

This is a fantastic opportunity for an enthusiastic and motivated professional to join our leadership team at an exciting time in the school. We engage with research led practice, including nationally recognised practitioners, such as Tom Sherrington, Craig Barton and Gianfranco Conti to provide bespoke professional development for our already exceptional teachers. We firmly believe, as Dylan Wiliam states, 'Every teacher needs to improve, not because they are not good enough, but because they can be even better'. We are looking for an enthusiastic, inspiring and excellent leader to join us from April 2023.

The successful applicant will:

- Have proven experience of developing school culture and behaviour.
- Be an integral part of our drive towards an exceptional student culture.
- Lead on the whole school implementation of systems and processes to further embed positive behaviour and attitudes to learning.
- Work with the wider senior leadership team to strategically explore, prepare, deliver and sustain school priorities driven through the Academy Development Plan.
- Have proven experience of successfully managing a team of professionals.
- Have an ability to engage, enthuse and motivate students.
- Be able to lead on establishing and implementing a safe, calm and well-ordered environment.
- Be committed to engaging fully with our community and providing an ambitious and inclusive environment to meet the needs of our students.
- Establish provision for all pupils that is focussed on safeguarding pupils and developing their positive behaviour in the school and in the wider society
- Be a committed, highly competent, energised, reflective and resilient individual.
- Possess the skills and determination to make a profound difference to the lives of our students by sharing our belief in the highest standards of academic achievement in an inclusive setting

We pride ourselves on:

- Being at the heart of our local community and providing our students with an exemplary environment in which to learn and achieve.
- Being a highly innovative, driven, inspirational and ambitious organisation with a clear vision for achieving success.
- Being part of the Learning Community Trust. This facilitates opportunities to provide excellent collaboration between colleagues and leaders, as well as access to effective CPD. The Trust is committed to invest in and develop all staff and, most importantly, bring about the best possible outcomes for our students who deserve the very best.
- Our strong commitment to staff wellbeing and recognition. We can offer you a range of benefits which include a comprehensive wellbeing support package, a laptop and access to the on-site gym and swimming pool.
- Being an oversubscribed and popular school, located close to the M54 and M6, in easy reach of Birmingham, Staffordshire, Shrewsbury and Wales.

- Our most recent OFSTED inspection graded as 'good plus' (June 2022). Key findings include:

*"There is a calm and orderly environment. Pupils are polite and respectful to staff and visitors. Bullying is extremely rare and pupils have full confidence in staff to deal with any issues that arise".*

*"Teachers have high expectations for pupils with special educational needs and/or disabilities (SEND)."*

*"Leaders are acutely aware of staff well-being and workload. The vast majority of staff feel well supported both personally and professionally. Staff appreciate the time they are given to work together in departments to plan and evaluate the curriculum. Staff are highly supportive of leaders and are proud to work at the school".*

### **Visits and applications:**

Daniel Roycroft, Headteacher, would be delighted to meet you and talk about the opportunity, please email Charlotte Oliver [charlotte.oliver@lct.education](mailto:charlotte.oliver@lct.education) to book a visit.

Please see Job Description and Person Specification for further information, we look forward to receiving your application.

**Closing date for applications: Friday 3<sup>rd</sup> February 2023 by Noon**

**Interviews to be held WC 6<sup>th</sup> February 2023**

**For more information, to arrange a visit to the school, and to return completed application forms, please contact Miss Charlotte Oliver via email: [charlotte.oliver@lct.education](mailto:charlotte.oliver@lct.education)**

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*For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy - <https://hadleylearningcommunity.org.uk/secondary/policies-documents/>*

# Welcome to our school

## Secondary Phase Principal: Mr Dan Roycroft



Thank you very much for taking the time to consider the post of Assistant Headteacher at Hadley Learning Community.

HLC is a high-performing 11-16 Academy within the Telford and Wrekin Authority and is part of the Learning Community Trust. The school is very popular and is currently oversubscribed in every year group with a community of 1200 students. Hadley Learning Community has been open for 16 years and is blessed with the most amazing students, staff and facilities.

Our students have the benefits of being part of a school community that is happy, caring and ambitious. The school's vision is built on the values of Belong, Respect, Inspire, Succeed and Enjoy. Our students and staff are passionate about working at HLC and we are proud of the reputation we have in our community and across Telford. Ofsted recognised in the [most recent inspection in 2022](#) that 'there is enough evidence of improved performance to suggest that the HLC could be judged outstanding if we were to carry out a section 5 inspection now'.

Hadley Learning Community is strongly committed to ensuring that all the young people in our care make excellent academic progress and we take great pride in our progress measures. For example, our 2017-2022 results placed us above national progress. Our students are proud to be at HLC and feedback from parents and students demonstrates that not only do they achieve well but they also enjoy being at school and feel they are given the best opportunities available to them.

We believe our school ethos is truly unique. Mutual respect and very clear expectations regarding effort, progress and behaviour are key to our success. Students get on exceptionally well with each other and with the staff, who take a huge pride in working here. Achievement in all forms: artistic, academic, social, cultural, sporting and academic are equally valued. We are especially proud of our sporting and performing arts achievements, where we participate and are successful in local and national competitions.

Our curriculum with its breadth and depth, gives scope for students to excel in all aspects of their education. They revel in the wide range of opportunities we offer them: sport and performing arts, foreign exchanges to develop their languages and a huge range of trips that enhance their cultural capital.

We would be delighted to receive your application if you:

- are passionate about working with students
- are a dedicated practitioner
- have an empathy for and an ability to motivate and inspire young people
- are energetic, enthusiastic, experienced and highly motivated.

Hadley Learning Community is more than just a place of work – it is a thriving community, proud of its journey and confident of its future. We often tell the students at HLC that enjoyment and achievement go hand in hand. The same applies to our staff; they enjoy working here and it is that, more than anything else, which underpins their ambition and fuels their success.

What can you offer us? Are you the sort of leader who can make a significant difference to students' lives and actively contribute to moving our happy and successful school further forward to becoming outstanding?

I look forward to reading your application.

Yours sincerely,

Dan Roycroft  
Secondary Phase Principal



# LEADERSHIP POST JOB DESCRIPTION

## Assistant Headteacher: Behavior and Attitudes

Name of post holder:

Title of post: Assistant Headteacher Behaviour and Attitudes

Salary: Leadership Scale – L8 - 12

Working hours: Full time.

### Terms and conditions

- a) The terms and conditions as set out in the current Teachers Pay and Standards Documents and any orders made under it.
- b) The other terms and conditions set out in the various national collective agreements in force from time to time.
- c) The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions.
- d) The school's Instrument and Articles of Government as appropriate.
- e) All staff may be required to deliver across the Campus to Key Stage 1,2,3 and 4 learners

### Description of general teaching post : FOR ALL TEACHERS

#### **A teacher must:**

1. **Set high expectations which inspire, motivate and challenge pupils**
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. **Promote good progress and outcomes by pupils**
  - be accountable for pupils' attainment, progress and outcomes
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. **Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. **Plan and teach well-structured lessons**
  - impart knowledge and develop understanding through effective use of lesson time

- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- › showing tolerance of and respect for the rights of others
  - › not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - › ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
  - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Behaviour and Attitudes/ SLT responsibilities**

- Work alongside the Deputy Headteacher (Behaviour and Safeguarding) to further embed the positive student culture, driven through exemplary behaviour and attitudes.
- Work alongside the Deputy Headteacher to contribute to the wider strategic planning to ensure exemplary practice is embedded.
- To manage and contribute to day to day implementation of systems and processes to support in the driving of student culture, standards and expectations
- Support in strategic deployment of Student Support Managers to respond to behaviour hotspots and provide operational lesson by lesson support in relation to identified areas.
- Supporting with duty and monitoring the productivity of staff on duty
- Communication and liaising with parents
- Maintaining and sharing daily tutor notices
- Support in ensuring that the consequence and rewards systems are engaged with and adhered to by staff and students and have a measurable impact on student culture
- Taking an active role in the first response system to support staff with high profile behaviour incidents
- Supporting key staff and departments with strategies to engage students positively in meaningful learning experience
- Overseeing positive student movement around the school and taking a key role in ensuring positive corridor culture
- Monitoring and support with entry and exit routines
- Supporting the uniform and standards tracker to raise expectations regarding uniform
- Supporting with late gate and contributing to the whole school initiative regarding punctuality
- Respond to high profile behaviour incidents and seek positive resolutions for all within a restorative culture
- Supporting the school's values and ethos during social time to ensure positive student conduct
- Working with a range of staff within school in particular the AIMS (inclusion provision) staff to promote an inclusive environment and remove barriers impacting student behaviour
- Maintain and oversee regular communication with parents regarding behaviour and attitudes
- Engage in meetings with parents/carers and other professional bodies to best support positive behaviour and attitudes
- Support with systems and processes regarding student support post behavioural incidents
- Management of the alternative learning environment; ensuring robust systems and processes are in place so that students have all relevant work and the experience is one that works to modify behaviour
- To deliver assemblies to maintain high standards of behaviours and attitudes, through setting a positive student culture
- Oversee the routines and process of assemblies
- To oversee the implementation, monitoring and review of behaviour management sanctions with the appropriate SSM. These will include:
  - ✓ Consequences system
  - ✓ First Response
  - ✓ Internal exclusions
  - ✓ Fixed-term exclusions
  - ✓ Students on report

- Support SSMs with parental meetings relating to behaviour and attendance.
- To hold a weekly pastoral meeting with Student Support Managers to develop and implement action plans for identified students/groups relating directly to individual needs to overcome barriers.
- To be a “point of contact” between the school and external agencies involved in supporting students, proactively initiating and establishing links with other services as necessary and maintaining positive working relationships to facilitate successful outcomes for students. This could include attendance at relevant meetings, e.g. CAF Meetings.
- To maintain regular contact with families/carers of students in need of additional support, to keep them informed of the student’s objectives and progress, and to secure positive family support and involvement. The role could include conducting home visits to facilitate this.
- To follow the school’s policy and procedures on Safeguarding, and to promote student’s awareness of personal safety and well-being.
- Attend weekly SLT meeting.
- Attend Subject Leader meetings as required
- Prepare and present reports to Governors and LCT as required.
- Conduct student voice opportunities to review and inform strategic decision making
- To oversee student sanctions, including detentions with the aim to positively modify behaviours through a restorative culture and other targeted interventions
- To hold a weekly detention session
- To manage the safe and purposeful use of the alternative learning room, including the provision of learning in line with the whole school curriculum.
- To ensure that the ALR impacts purposefully on behaviours and attitudes of students
- To contribute to the pastoral panel process
- Contribute to the Department Review process
- Any other reasonable requests of the Headteacher

#### **Additional Responsibilities:**

Additional responsibilities will be allocated based on the successful candidates’ areas of strength and experience.

#### **Reporting to (also responsible for Appraisal):**

Deputy Headteacher – Behaviour and Safeguarding

#### **Review/Appraisal arrangements**

This document will be reviewed at all stages of the appraisal process and in conjunction with the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate.

Signed..... (Post holder)

Signed.....(Subject Leader for Science)

Signed.....(Head of Secondary Phase)

Date.....

An electronic copy of this document will be kept with your personnel records.