



Assistant Headteacher Behaviour and Attitudes

Information for Candidates



ASSISTANT HEADTEACHER

CONTENTS

- Letter from Victoria Rashleigh, Headteacher
- Application Process
- Job Description and Person Specification
- The Advert
- About Harbour Vale School
- SAST Information



Harbour Vale School

Simons Road, SHERBORNE, Dorset DT9 4DN

Telephone: 01935 814582

Email: office@harbourvale.dorset.sch.uk

Website: www.harbourvale.dorset.sch.uk



Dear Applicant

Thank you for taking an interest in the post of Assistant Headteacher at Harbour Vale School. We are looking to appoint an inspirational member of staff to join our passionate and hardworking senior leadership team. The person appointed will provide vision, ambition, leadership and direction, building upon the existing strong ethos and values of the school.

Our school is a pupil referral unit and we educate students who have been permanently excluded or are at risk of permanent exclusion from mainstream education at Key Stages 3 or 4.

We also offer SEMH places at KS4, short term turnaround placements and medical places in both KS3 & 4.

We have a capacity of 32 students, and this is growing each year. The need for specialist and PRU places in Dorset is increasing and with our new school buildings it is possible for Harbour Vale to grow and flourish to support children within our locality.

As a school we joined the Sherborne Area Schools Trust (SAST) in November 2019 and officially became Harbour Vale School. It is fantastic being part of a trust who puts children at the centre of everything they do. Having a sense of belonging and working together with so many experienced colleagues, with great CPD opportunities, collaborative working, learning and support mechanisms centrally. Reinforces the benefits of being part of a Multi-Academy Trust.

Last academic year Harbour Vale School had a huge makeover. We commissioned a new build that included a new reception and classroom, as well as internal renovation work, leaving us with a school that is welcoming, friendly and fit for purpose.

We have robust processes of student induction that includes baseline and diagnostic testing upon entry, which allows staff to plan personalised learning from the moment the students arrive with us and supports positive re-integrations.

Our school values and ethos is centred on students to believe in themselves, feel proud of their achievements and successes, and we aim to support learners becoming more respectful, responsible and resilient learners.

Harbour Vale School has intervention programmes and personalised timetables for each student and we work collaboratively to promote positive outcomes and celebrate every small win.

If you are passionate about Inclusive Education, have knowledge or experience of SEMH, mental health and student well-being and enjoy a challenge, we look forward to receiving your application.

Yours sincerely

Victoria Rashleigh
Headteacher

The Application Process

We look forward to receiving your application by 12 noon, Friday 20th May 2022

Interviews will take place on Thursday 26th May 2022

You are asked to provide the following:

- A completed SAST Teaching Staff Application form which can be found on our website
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to: HR Admin Team
c/o Shaftesbury School, Salisbury Road, Shaftesbury, SP7 8ER or preferably by email to: recruitment@sast.org.uk.

You are warmly encouraged to visit our School prior to application, please do not hesitate to contact our HR team who will be happy to arrange this.

Please contact them on 01935 316940 or at recruitment@sast.org.uk

Harbour Vale School, part of the Sherborne Area Schools' Trust (SAST) and has an absolute commitment to safeguarding and promoting the welfare of children. The School follows the national and Dorset policies and procedures for child protection security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted through references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service.

Sherborne Area Schools' Trust recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.



Job Description



Assistant Headteacher – Behaviour and Attitudes

Our Assistant Headteacher will be an outstanding strategic leader, who is able to develop, articulate and embody the vision, values and ethos for Harbour Vale School and Sherborne Area Schools Trust. They will also inspire and empower others to share in achieving this.

The key areas of responsibility are to be the strategic lead for the following:

- Behaviour and attitudes
- Behaviour Management across the school
- Climate and culture across the Trust (duties and transitions).
- Pastoral lead including high quality reflection time and registration.
- Delivery of CPD to support whole school objectives.

Main Responsibilities:

- To provide strategic leadership for the school.
- To be an Assistant Headteacher leading our community; actively modelling our school ethos in all interactions with all stakeholders.
- To ensure that all leadership decisions and actions are consistent with our strategic vision embodying excellence, equity, engagement and enterprise.
- To ensure that the momentum and impact of school improvement work at Harbour Vale School is sustained.
- To support the Headteacher to provide motivational and inspirational leadership at all levels of the organisation.
- To lead and support the school improvement process.
- To be responsible for the writing, delivery, reporting and evaluation of relevant sections of the School Improvement Plan.

Specific Responsibilities:

- Provide strategic leadership of pastoral and behavioural systems, ensuring they are effective in inspiring and sustaining the highest standards of pupil behaviour and attitudes to learning. This includes:
 - Behaviour and attitudes, including rewards.
 - Suspensions - internal and external.
 - Climate and culture across the academy (duties & transitions).
 - Pastoral lead including high-quality reflection time
 - Maintaining and evaluation of behaviour across the school
 - Policies related to behaviour and attitudes
 - Use of ICT management systems related to Behaviour and Attitudes
- Continuously evaluate the whole school behaviour for learning strategy, ensuring it meets all needs of the school.
- Identify teachers' professional development needs in relation to behaviour management and lead and source appropriate training, as required.
- Provide strategic leadership for the development and implementation of pupil leadership opportunities, including school council and pupil voice.
- To analyse pastoral data and take appropriate action to secure school improvement outcomes.
- To take the lead for ensuring the application of the Behaviour Policy is highly effective across the school.
- To ensure that the Behaviour Framework is embedded within the culture across the school, ensuring this has a positive impact on learning.

- To contribute to organising whole school professional development, including leading staff training days/ sessions, specifically related to behaviour and relevant pastoral sessions.
- Promote a culture of development and coaching as part of our strategy to improve behaviour management.
- Lead on the monitoring, evaluation and review of pupil behaviour and staff management of this.
- Challenge underperformance at all levels and ensure effective support and challenge is in place when standards are not met.
- Regularly attend Governing Body meetings and advise the governors about specific areas of responsibility, including preparing relevant papers, policies and reports for meetings.
- Develop and embed a programme of self-evaluation within areas of responsibility.
- To support the SENCO and Deputy Headteacher with curriculum, teaching and learning, wellbeing and personal development

Other Responsibilities:

- To be agreed in consultation with the Headteacher.
- To work towards becoming a trauma informed practitioner



SAST Person Specification - Senior Leadership

We always seek to appoint colleagues who possess core attributes that are consistent with our School's special culture and ethos. These are listed below. For senior leadership posts additional knowledge, experience and skills are sought. All of these aspects will be reviewed through the full recruitment and assessment process.

Essential senior leadership knowledge, experience and skills

- Whole school strategic leadership experience at Senior Leadership Team level
- Able to demonstrate significant and sustained impact at a whole school level (subject to be agreed)
- Significant demonstrable impact in leading and line managing curriculum areas
- Experience of working with and developing high performing teams and schools, inspiring and motivating others to be their best
- Developed leadership and management skills – an attention to quality and detail
- Understanding and utilising high level performance data to improve outcomes
- Outstanding teaching - able to coach, mentor, support, and develop colleagues
- Design, lead, collaborate on staff professional development and training
- Setting ambitious standards for all students, overcoming disadvantage and advancing equality
- Lead by example through a blend of personal humility and professional will, with integrity, creativity, resilience, and clarity
- Outward-looking, working with other schools and organisations, championing best practice and secure excellent achievements for all pupils
- Sustained wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
- Strong sense of accountability for conduct, work and impact on students' outcomes
- Experience of presenting to large audiences of students, governors, parents and staff
- Create a sense of trust and confidence through calm and assured decision-making
- Knowledge of the SEN Code of Practice
- Knowledge of trauma informed approaches

Specification for all teachers

Inter-personal attributes

- Able to build relationships quickly, with humility and empathy, whilst showing respect to others - students, parents and colleagues - to get the best out of them
- Positive, optimistic, caring, kind and approachable
- Willing to be immersed in the life of a busy and successful school

Communication and Interaction

- Communicate clearly and accurately both orally and in writing
- Able to listen and respond appropriately
- Flexible to adapt your style in different situations
- Strong and confident ICT skills for teaching and management
- Contribute as a great team player
- Flexible in relation to day to day needs and challenges

Planning and Organising

- Manage daily responsibilities and priorities
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources

Knowledge

- Good honours degree and/or relevant high level expertise
- A real knowledge and interest in educational issues, approaches and alternatives from around the world
- Strongly support the ethos and culture of the school

Leadership

- Have an exciting vision for your subject which can be shared and constantly enhanced
- Proactive and confident, yet humble and considered
- You can inspire and motivate others
- Make informed decisions on a daily basis
- Ensure high professional standards including student progress of all groups of students

Problem Solving

- Enjoy facing new challenges
- Find, propose and lead solutions
- Use resources, intellect, creativity and innovation to be successful

Resilience

- Ready for a challenge
- Have patience and endless energy to persevere through the challenging moments
- Tenacious and versatile
- Maintain a positive mindset
- Calm approach

Self-evaluation

- You are aware of strengths and weaknesses
- Strong desire to learn from others so that you can be even better
- Able to share, train, and support others

Working Environment

- Work within the established policies of the school
- Size, phase and type of school will vary
- Includes work with individual pupils as well as groups and whole classes
- Normal school environment which will involve standing for extended periods and also frequent bending
- Frequent use of ICT equipment
- Lifting of books and equipment
- Within school environment staff may be required to deal with a range of needs which may be physically demanding
- School environment with a variety of learning environments including classrooms and specialist areas
- Occasional disruption to planned tasks and order of tasks by pupils and colleagues
- Within the school environment staff may be required to deal with extremes of behaviour and/or a range of needs which may be physically and/or emotionally demanding

The successful candidate will:

- Be able to work positively and effectively with students who present challenging behaviour.
- Be proactive and have the ability to build positive relationships with pupils; staff and parents/carers.
- Be responsible for the day to day operation, ensuring effective and efficient systems are in place that creates an inclusive ethos, along with consistent data tracking and monitoring.
- Have a trauma informed or desire to become trauma informed practitioner.

Assistant Headteacher (Behaviour and Attitude)

Sherborne Area Schools' Trust

based at Harbour Vale School, Sherborne, Dorset



Start date: 1 September 2022
Closing Date: 12 noon, Friday 20th May 2022
Interview Date: Thursday 26 May 2022
Salary: Leadership Scale 1-5 (£42,195 - £46,566) depending on experience
Contract: Permanent

We are looking to appoint an inspirational Assistant Headteacher at Harbour Vale School to join our passionate and hardworking senior leadership team. The person appointed will provide vision, ambition, leadership and direction, building upon the existing strong ethos and values of the school.

This role will focus on leading our whole school approach behaviour and attitudes to ensure the progress of our students. This is an outstanding opportunity to take on a key role in a school that works hard to enthuse students and instil in them high standards. This is a permanent post, offered on a full-time basis, commencing on 1 September 2022 in a wonderful and caring school.

In addition, the person appointed should ideally have these qualities:

Essential Qualifications and Training

- Qualified Teacher Status to degree or equivalent.
- Evidence of recent professional development (in part relevant to senior management activity)

Experience and Potential

- Those who are currently in a senior leadership role
- Those who have experience of leading a whole academy initiative with demonstrable impact
- Those who have demonstrated leadership and management experience with demonstrable impact

Skills and Abilities

- Significant successful teaching experience and excellent classroom practitioner
- Effective communicator
- Solution focused thinker
- Knowledge and understanding of current educational priorities
- Ability to articulate a sound educational philosophy consistent with the school's aims
- Enthusiasm and ability to inspire learners
- Flexibility
- A willingness to learn from others
- Sensitivity and empathy to pupils' needs
- Ability to offer a range of teaching and learning styles
- Ability to use ICT in an educational context
- Ability to lead and manage colleagues and to get the best out of them

Disposition and Attitude

- Commitment to inclusive education
- Cheerful, optimistic and hard-working
- Emotional intelligence which is courageous in challenge and persuasion
- Resilience
- Belief in pupil-centred approaches to teaching and learning
- Belief in equal opportunities
- Belief in community learning
- Commitment and passion for working with children
- Understand their responsibilities related to children's safety and welfare

Behaviour and Attitudes:

- Have high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly.
- Ensure Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- Ensure Learners have high attendance and are punctual
- Encourage relationships among learners and staff to reflect a positive and respectful culture.
- Support Leaders, teachers and learners to create an environment where bullying, peer-on-peer abuse or discrimination is not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

If you wish to discuss this post or visit the school in advance of application, you are welcome to do so. Please contact the headteacher, Vicci Rashleigh- office@harbourvale.dorset.sch.uk .

Harbour Vale provide students with the right support and interventions that allow them to be proud of their achievements and celebrate even the small wins. The school has a capacity of 32 students and classes of up to 8 with a qualified teacher.

This role will be challenging, yet immensely rewarding. Working within our Trust, you will be supported by an experienced leadership team, strong governance and a committed staff. We will also offer an excellent package:

- a competitive salary
- high-quality CPD opportunities
- work collaboratively with Trust colleagues, sharing best practice and specialisms
- a strong sense of shared moral purpose and a real opportunity to transform the lives of young people

For a full recruitment pack, job description and online application form, please visit our Trust website

www.sast.org.uk.

Harbour Vale School, part of the Sherborne Area Schools' Trust (SAST) and has an absolute commitment to safeguarding and promoting the welfare of children. The School follows the national and Dorset policies and procedures for child protection security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted through references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service.

Sherborne Area Schools' Trust recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

About Harbour Vale School

We are a short stay alternative provision for students who have been permanently excluded or at risk of permanent exclusion from mainstream education, (dual registered) students who have specific medical needs and students who need SEND assessments from Year 7-11, located in Sherborne, North Dorset. We pride ourselves on having a child-centred approach and embrace the school ethos of:



Promoting responsible, respectful and resilient learners.

We provide students with the right support and interventions that allow our students to be successful, build self-confidence, become more resilient, with a broad and balanced curriculum, alongside a range of activities and opportunities that support them to re-integrate and engage back in mainstream education or a specialist school settings, or move on to college or an apprenticeship.

We provide students with the right support and interventions that allow them to be proud of their achievements and celebrate even the small wins.

We have a capacity of 32 students and classes of up to 8 with a qualified teacher.

Ethos and Values

- **Respect** - People and property and for you to have the right to be respected and be treated fairly
- **Resilience** - Everyone has the right to feel safe & ensure the safety of others. We should help each other, be kind and work in a team
- **Responsible** - Students have the right to learn & the responsibility to make the most of the opportunities given

Everyone will be treated as individuals with different goals, targets and needs



SHERBORNE AREA SCHOOLS' TRUST (SAST) INFORMATION

SAST is a multi-academy trust, formed in June 2017, of seven schools serving the West and North Dorset area as well as students from South Somerset. Currently, there are 17 schools with more than 5,000 students and over 850 members of staff. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 4 secondary schools including a state boarding school and Sixth Form and a large 11-18 secondary school with a Sixth Form of over 400 students. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-academy trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children.

What we value – our ethos:

Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Pursuit of Excellence

We provide a high quality education to enable all students and staff to aspire, thrive and succeed.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Equality and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities

Organisation - How we work:

All our schools are successful. Of course we recognise that we need to continually improve and evolve. The priority is to enable every School to continue to provide an excellent education for all our students while protecting the School's role at the heart of its community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to Schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our Schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The Schools have always worked closely together and across Dorset and Somerset.

