

# APPLICATION PACK

**Assistant Headteacher: Behaviour and Safeguarding L8-12**  
**Full Time – Permanent**



**St Peter's**  
Church of England  
Aided School

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# St Peter's Church of England Aided School

Quarry Lane, Exeter, EX2 5AP

[www.spexe.org](http://www.spexe.org)

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Dear Candidate

## **Assistant Headteacher: Behaviour and Safeguarding – Designated Safeguarding Lead (DSL) (Full Time - Permanent)**

Thank you for taking the time to consider this role. I trust that the accompanying information will encourage you to make an informed choice about applying to work at St Peter's.

The appointed candidate will be an Assistant Headteacher working with the forward looking Senior Leadership Team, who have a track record of identifying issues and bringing about improvement. The successful candidate will have a significantly reduced timetable in order to lead Safeguarding and Behaviour.

I welcome visits and telephone conversations from prospective candidates; please supply contact information by emailing [vacancies@spexe.org](mailto:vacancies@spexe.org) to arrange a tour or phone call. I will be very happy to take all of your questions, show you around and meet our staff and students. A frequent compliment made by visitors is what a calm and purposeful environment for learning St Peter's provides.

Our most recent OFSTED inspection (November 2019) and SIAMS Inspection (May 2019) reveal what a positive place St. Peter', Exeter is to work.

Our OFSTED report quotes:

*"The school is a calm, harmonious place where pupils enjoy learning."*

*"Pupils behaviour and attitudes to learning are strong. Pupils state that bullying is very rare, but when it happens, staff resolve it quickly."*

*"Pupils have high aspirations. They pay attention in class and work hard."*

I believe that this is because of a wide range of factors:

- We take training seriously, investing in staff on national qualifications, regional, local and internal opportunities to develop staff
- Our students are polite and eager to learn
- Our GCSE performance has been positive for the last 4 years and significantly positive for 3 years when compared to national expectations
- Our recent SIAMS inspection judged the school as being the top grade of **"excellent"**
- We are Ofsted 'Good'
- We are a principles led organisation
- We are not an exams factory
- We focus on character development as well as qualifications
- We are one of the most improved schools in the country
- We feature in the Real Schools Guide
- Our work on Character education is recognised nationally

*'Life to the full for everyone.'*



- Staff View provides genuine opportunities for all teaching and support staff to lead on any aspect of school improvement. In the past Staff View brought about significant changes to a reduction in data drops, performance management and appraisal, behaviour and rewards policy and smarter calendared deadlines
- All students are encouraged to take part in enrichment residential. These range from adventures in the UK, Europe and Malawi
- We have an on-site gym
- We have regular staff socials
- We provide ICT equipment
- We offer a cycle to work scheme
- We have a library for staff to use
- We have staff sport on Fridays
- Many staff are also parents of students at St Peter's

St Peter's is placed a few minutes commute from the M5 junction in Exeter, Devon. Unusually we have plenty of on-site parking and are also easily accessed by trains and buses.

Exeter itself is a beautiful Cathedral city, only 30 minutes from the coast and Dartmoor National Park. There is therefore plenty on offer if you enjoy an outdoor lifestyle. Exeter also boasts one of the top Rugby teams in the Premiership, Exeter Chiefs as well as football league side Exeter City, several theatres and cinemas, restaurants and public houses with fine reputations.

St Peter's is an oversubscribed school known for its reputation as a high performing school and nationally recognised for our approaches to character education.

As a school our teaching and learning strategies are founded on the best evidenced based research available. We seek to continually invest in staff training and improve our understanding and delivery of learning.

#### **The Role – Assistant Headteacher: Behaviour and Safeguarding (DSL)**

This role represents an important part of the SLT team and is a sign of the Governors ambition to ensure the school's improvement continues and develops in order to realise the school's vision of "life to the full for everyone". The successful candidate will have a track record of gaining outstanding outcomes for vulnerable and disadvantaged students. The role will require a significantly reduced teaching load in order to support staff and students with a dedicated Head of Year Team and Safeguarding Team. The reduction in contact time will be used in a range of ways to develop sustainable strategies that will develop staff and improve outcomes for students.

As a school our behaviour, teaching and learning strategies are founded on the best research available. We seek to continually invest in and improve our understanding and delivery of learning.

At St Peter's, we believe that all young people deserve the opportunity to be the best they can be. We are looking to appoint an Assistant Headteacher to work within a friendly team of staff.

Do take a look at our Principles of **HOPE** brochure and our website to get more of a flavour of life at St Peter's, but of course there's nothing quite like visiting us in person as a way of supporting your thinking and application.

Yours faithfully



Phil Randall

**Headteacher**

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Aided School				
Address	Quarry Lane, Exeter, EX2 5AP			
Date of inspection	13-14/05/2019	Status of school	Voluntary Aided Secondary	
Diocese	Exeter	URN	113553	
Overall Judgement			Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?				
Additional Judgements				
The impact of collective worship			Grade	Excellent
The effectiveness of religious education (RE)			Grade	Good
<p><b>School context</b></p> <p>St Peters 11 to 16 Secondary School has 1283 pupils on roll. The majority of pupils are of White British heritage. A small number of pupils from different ethnic groups are part of the school with few speaking English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is also below national average. However, both are showing an annual increase. Since the previous denominational inspection there has been significant changes to staffing, including four different headteachers.</p>				
<p><b>The school's Christian vision</b></p> <p>Life to the full for everyone.</p> <p>The school seeks to develop character and bring about <b>HOPE</b> through wisdom, courage, compassion and community. The school's principles of <b>HOPE</b> are developing 'Habits' of character, providing 'Opportunities' for all, encouraging 'Personal responsibility' and aiming for 'Excellence'.</p>				
<p><b>Key findings</b></p> <ul style="list-style-type: none"> <li>Education at St Peter's School is strongly underpinned by an inclusive Christian vision and associated principles which profoundly impact across its life and work. Strong theological and biblical foundations are excellently built upon and expressed through its character compass. This provides a range of values by which to live that are exceptionally well developed across the curriculum and responded to admirably by both pupils and staff.</li> <li>Along with the inspirational leadership of the headteacher and lay chaplain, senior leaders and governors have a shared understanding of the vision and use it as a touchstone when making decisions and setting priorities.</li> <li>Collective worship is central to school life through which pupils are successfully helped to consider the relevance of biblical teaching to life today. This encourages them to act positively in the service of others. The materials provided for worship, including in tutor groups, is excellent</li> </ul> <p>Religious education (RE) builds strongly on the school's vision and <b>GCSE</b> results are showing an upward trend due to effective leadership and targeted improvement planning.</p>				
<p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>Extend the use of Anglican practices in collective worship to enhance pupils' appreciation of the diversity of worship which is part of the Church of England.</li> <li>As part of ongoing refinement of already very effective practice, ensure a shared understanding of spiritual development and how this can be articulated through its specific link with the school's Christian vision and associated principles.</li> </ul>				

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Inspection findings**

The Christian vision and its associated principles successfully energise all aspects of the school's life in exemplary ways. Through them staff and pupils positively work together and flourish. The vision has a strong theological and biblical basis which is inclusive of all. Staff, irrespective of their time in the school or the stage of their career, are excellently supported for working in this school. This means that they confidently draw on its vision and associated principles to support their work. The current headteacher, appointed in 2016, has ensured stability and challenge. Governors and senior leaders work collegiately and effectively. They demonstrate a convincing understanding of the theological and educational importance of the vision which is exceptionally well shared across the whole school community. Governors' role in monitoring and evaluating the impact of the school's Christian vision, including worship and RE, is well embedded. It leads to positive ongoing developments and to decisions being taken with clear reference to the school's vision and principles. Key areas for improvement from the previous denominational inspection have been fruitfully addressed and acted as a spur for ongoing improvement. The evaluation of itself as a church school is detailed and accurate, successfully incorporating short- and longer-term strategies for ongoing improvement.

The acronym 'HOPE' encapsulates the principles through which the school community experiences its 'fullness of life for everyone'.

Its focus on developing character habits is deeply embedded. Encapsulating its vision, the character compass commendably outlines clear values, successfully providing a robust framework that enables pupils to grow as confident, positive and engaged members of society. The quality of the work around the character compass and its influence on pupils' personal and academic development is a genuine strength of the school. Indeed, its effectiveness has received national recognition, for example, through work with the Church of England Foundation for Educational Leadership.

Providing opportunities for all lies at the heart of making creative curriculum decisions. This includes the introduction of a VIP (Values in Practice) lesson. This weekly lesson is being successfully rolled out into each year group. It strongly focuses on mental health and wellbeing and on encouraging pupils to flourish personally as well as academically. The curriculum is broad and balanced and tailored to pupils' varying needs. For example, a vocational route across Years 9 to 11 is provided for some, whilst maintaining their general educational entitlement. The wellbeing of staff, pupils and families is taken seriously through compassionate and practical pastoral support. Pupils themselves take a role in supporting their peers. Drawing on work with the Stonewall charity a group of pupils are practically supporting others, through the celebration of difference and through peer mentoring. The character compass is strongly and appropriately applied across all subject areas. This leads to pupils and staff discussing, 'big questions', and addressing issues of spiritual and ethical concern regularly across the curriculum. Whilst spiritual development opportunities are strong, how these relate specifically to the school's Christian vision and to the character compass is less well articulated.

Personal responsibility is given an extremely high priority. This is admirably expressed through pupils taking responsibility for themselves and others inside and outside of school. This includes through service and charitable giving. For example, there is a deep and longstanding Malawi link which supports education as a way of addressing poverty. It includes pupils and staff working with others in Exeter, fundraising and visiting Malawi. This link is a 'life-changing experience' for many who visit whilst also impacting positively across the whole school community. It shows practically that individuals and small groups can make a difference in the world today. Thus, it spurs pupils and staff on to further service and charitable giving which is recognised as showing the school's vision in action.

Aiming for excellence positively underpins teaching and learning and productively encourages aspiration. This is reflected, for example, through the good and often accelerated progress made by pupils with different prior attainment. Most pupils enter the school with above the national average levels and maintain these higher levels across the school. This means that by the end of Key Stage 4 attainment is at least above and sometimes well above national averages. The attainment and progress of all is closely monitored and effective individualised support is in place for the more vulnerable. Excellence is also seen in relationships, through the productive climate for learning and in pupils' commendable behaviour. The school's behaviour policy, along with all its other policies, embeds the school's inclusive Christian vision.



The school's partnerships with outside agencies is exemplary. It includes, recent innovative work with other secondary schools in Exeter and the Local Authority to provide early intervention and ongoing support for pupils in danger of being excluded.

The excellently planned and well-resourced worship programme provides a wide range of experiences helping pupils and staff consider the significance of faith and worship in the world today. Thus, it makes an important contribution to individual and community flourishing. Excellent use is made of biblical teaching in exploring key Christian beliefs and practices, relating them to school life and to the wider community. This means, for example, that pupils can show how service of others reflects the service of Jesus in the world. Pupils involvement in planning, leading and evaluating worship is strong. Engagement with worship, including in tutor groups, is admirable. Materials provided to support tutors and pupils in this worship are excellent. It is generously shared with several schools who benefit from the insights provided. The chaplain's perceptive work is recognised both in and outside of school through, for example, his involvement in national Church of England projects. Honorary chaplains, lay and ordained and from a range of denominations, provide extended support for pupils and staff. Their varying backgrounds contribute deeply to pupils' understanding something of the breadth of Christian belief and experiences. However, pupils' appreciation of the diversity of worship practices within the Anglican Church is less well experienced through worship.

In RE there is a good content balance which contributes well to pupils being open and respectful. 'RE helps you to think about your life and helps you consider others' beliefs', as a Key Stage 3 pupil reflected. Provision meets statutory requirements and reflects the Church of England Statement for Entitlement. Time is well used to support pupils' growth in knowledge and understanding. Very good leadership, which has been in place for two academic years, has led to improvement, for example, to the curriculum and to attitudes to learning. Marking and assessment follows school practice and for GCSE examination classes it closely reflects examination criteria. Thus, it is good at supporting pupils' progress.



#### **The effectiveness of RE is Good**

Teaching is good with a wide range of effective teaching and learning strategies to support pupils' engagement. In-school monitoring takes place regularly and staff who teach RE contribute effectively to enhancing the school's Christian vision and associated principles. Thus, learning is enhanced and good standards of attainment and progress in RE are in evidence across the school. Most pupils reach at least age- related expectations making good, and sometimes accelerated progress from their various starting points. There is an improving trend in GCSE examination results which reflects how RE encourages pupils to attain well.

Headteacher	Phil Randall
Inspector's name and number	Pamela Draycott (161)

# Inspection of a good school: St Peter's Church of England Aided School

Quarry Lane, Heavitree, Exeter, Devon EX2 5AP

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Inspection dates:

12–13 November 2019

## **Outcome**

St Peter's Church of England Aided School continues to be a good school.

## **What is it like to attend this school?**

St Peter's provides pupils with a good education that prepares them for life beyond school. Pupils learn about the importance of kindness, friendship and charity. They discuss issues such as homelessness with wisdom and insight. Pupils learn the importance of helping others through charity work and support roles within school. As a result, the school is a calm, harmonious place where pupils enjoy learning.

Pupils' behaviour and attitudes to learning are strong. Pupils state that bullying is very rare, but when it happens, staff resolve it quickly.

Staff provide a high level of care for pupils. Pupils have good relationships with staff. In lessons, pupils explore their perceptions of the world freely. Pupils learn how to keep themselves safe both physically and mentally.

Pupils have high aspirations. They pay attention in class and work hard. Pupils also relish the opportunities to develop other skills such as leadership and fund-raising. The school's 'character compass' supports the development of pupils as future citizens very well.

Consequently, pupils at St Peter's are well prepared for life beyond school. One parent's view reflected the views of many, when they stated that 'staff focus on the "whole person" without losing sight of the academic'.

## **What does the school do well and what does it need to do better?**

Leaders have planned the curriculum carefully to ensure that pupils develop socially, emotionally and academically. In lessons and extra-curricular activities, pupils learn resilience, leadership and empathy for others. For example, many pupils visit a school and hospital in Malawi every year. They raise funds to help the school and hospital. Pupils have many opportunities to take on important roles within the school. They have been trained to mentor other pupils. Pupils also lead assemblies and organise sporting events. They run discussions about the Bible and faith. Consequently, pupils learn to be confident citizens.



Staff have planned well what pupils learn and how they learn. Teachers build pupils' knowledge well. For example, pupils develop impressive mathematical knowledge and achieve well at the end of key stage 4. This is a strength of the school. Leaders revise the plans for subjects where pupils do not achieve as well, such as languages. Pupils understand and recall words and grammar more successfully in French and Spanish as a result.

Leaders select exciting and challenging texts for pupils to study in English. For example, pupils in Year 7 study Anthony Horowitz's novel, 'Point Blanc', with enthusiasm. Pupils listen carefully and respond thoughtfully. Teachers help them to think about the ways in which the writer's language shapes the presentation of ideas and characters. Similarly, in other subjects such as history, drama and physical education, pupils demonstrate strong attitudes to learning.

Leaders have created a thinking school. Pupils reflect on why they think the way they do. Staff think about teaching and learning. Leaders have established a strong programme to continually improve the quality of education at the school.

The school provides a strong programme for pupils who struggle with reading and writing in Years 7 and 8. Pupils told inspectors how much they value this support. Although leaders and staff have identified literacy and language as an issue for some pupils, there is not a consistent approach in all subjects. In some subjects, disadvantaged pupils struggle to learn well. Consequently, disadvantaged pupils do not achieve as well as other pupils nationally.

Pupils with special educational needs and/or disabilities (SEND) receive high-quality social and emotional support. Pupils who attend the literacy programme in Years 7 and 8 make strong progress in their reading and writing skills. However, those pupils who do not attend this programme are not as well supported to read and write in every subject they study.

Staff overwhelmingly state that leaders provide effective support. They are proud to work at the school. Staff stated that leaders ensure that their workload is manageable. Governors visit the school regularly to gather information about the quality of teaching and learning. As a result, they pose effective challenge to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are vigilant about keeping pupils safe, both emotionally and physically. Staff receive appropriate training and know how to identify a pupil who may be at risk of harm. Leaders act on all referrals in a timely manner. Leaders record all referrals meticulously. The school's checks on adults who work at the school are effective. Pupils, staff and parents and carers who responded to the Ofsted surveys agree that the school keeps pupils safe.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

Leaders have established an intensive programme of support for pupils who struggle with reading and writing in Years 7 and 8. However, there is not a consistent approach to helping disadvantaged pupils catch up with their peers nationally in all subjects. This is also the case for pupils with SEND. Leaders need to ensure that teachers in all subjects provide explicit support to improve the language and literacy of disadvantaged pupils and pupils with SEND.

## Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 30 September to 1 October 2015.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	113553
<b>Local authority</b>	Devon
<b>Inspection number</b>	10058427
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,296
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Karen Leach
<b>Headteacher</b>	Phil Randall
<b>Website</b>	<a href="http://www.spexe.org/">www.spexe.org/</a>
<b>Date of previous inspection</b>	30 September–1 October 2015

## Information about this school

St Peter's Church of England Aided School has a literacy unit for 26 pupils in Years 7 and 8.

The school is larger than the average-sized secondary school.

The proportion of pupils with education, health and care (EHC) plans is below the national average.

The proportion of pupils known to be eligible for support by the pupil premium funding is below the national average.

## Information about this inspection

The lead inspector held meetings with the headteacher, senior and curriculum leaders, and governors. The lead inspector also spoke with the school's improvement partner by telephone.

An inspector met with staff to consider their views. The inspector also evaluated the views of staff in the Ofsted staff questionnaire and 184 pupils in the pupil questionnaire.

We reviewed safeguarding records, including the single central record of recruitment checks on staff. An inspector met with the designated safeguarding lead to review the school's safeguarding arrangements.

We observed pupils' behaviour in lessons and around the school site. We spoke with pupils, both formally and informally, to discuss their views about their school.

We considered the views of 171 parents who responded to the confidential Ofsted parent questionnaire, Parent View, including 169 free-text responses.

The inspection carried out deep dives in these subjects: English, mathematics, history modern foreign languages, drama and physical education. This meant that, in each subject, the inspector met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.

### **Inspection team**

Susan Aykin, lead inspector

Her Majesty's Inspector

Carol Hannaford

Ofsted Inspector

Richard Steward

Ofsted Inspector



**Vision Statement** – what we **aspire** to be:

*Life to the full for everyone*

Developing character and bringing **HOPE** through wisdom, courage, compassion, and community.

**Mission statement – what we actually do:** Our passion for educating the whole character is supported by our **Principles of HOPE**.

We aspire to enable every member of St Peter's to be able to say, *"People believe the best of me here. I am safe. I take considered risks in order to learn and grow. I bring the best of me to St Peter's and serve others to live the best life they can too."*

Our **Principles of HOPE** are the means by which we achieve our vision. These are inspired by educational research and the Christian understanding of hope which is 'confident expectation' and 'firm assurance'.

This means that we aim to provide **HOPE** to everyone in every situation. **Our Principles of HOPE** are embedded into our daily life and our long term aims so we enable all to live *'life to the full'* and become the best well-rounded characters they can.

**Principles of HOPE:**

**H**abits for Character

**O**pportunities for all

**P**ersonal responsibility

**E**xcellence

**Habits for Character**

Every day we aim to develop the whole character of every member of our community. **The St Peter's Character Compass** describes the **habits for character that support excellence in learning and** positive character development in all contexts. Using **habits for character** helps everyone to be the best they can be through:

**H1** Performance and progress of Learning and Teaching

**H2** Responding positively to high quality feedback

**Opportunities for all**

Every day, we provide targeted, ambitious, planned and flexible **opportunities for** everyone to be the best they can be through:

**O1** Curriculum and extra-curricular provision

**O2** Leadership opportunities

**Personal Responsibility**

Every day, everyone takes **personal responsibility** to:

**P1** Create an environment in which everyone can live life to the full

**P2** Work positively with all stakeholders and external organisations.

**Excellence**

Every day, everyone contributes **excellence** in learning and behaviour in order to create a safe and inspiring learning environment. To do this we:-

**E1** Communicate respectfully and clearly in a timely way

**E2** Provide systems and partnerships that focus upon enabling **excellence**.

## The Safeguarding and Behaviour Teams

Assistant Headteacher  
Safeguarding, Behaviour, DSL

Head of Year 7

Head of Year 8

Head of Year 9

Head of Year 10

Head of Year 11

Intervention Support Officers and Safeguarding Team  
x one per year group linked to each Head of Year

Tutor Team x 9 FTE

Attendance Officer



## **Full Time, Permanent – Assistant Headteacher: Behaviour and Safeguarding (DSL) L8-L12**

**Closing Date: DUE TO THE COVID SITUATION THIS IS A RE-ADVERTISEMENT WITH AN EXTENDED  
DEADLINE OF SUNDAY 28<sup>th</sup> FEBRUARY 2021**

**Interviews:** TBC

**Required from:** 1<sup>st</sup> September 2021

St Peter's is oversubscribed, known for its reputation as a high performing school and nationally recognised for our approaches to character education. The appointed candidate will be joining as an Assistant Headteacher, to a successful SLT who have a track record of identifying issues and bringing about improvement with colleagues, for students. Recent Ofsted and SIAMS inspections evidence significant strengths.

We are seeking to appoint an outstanding Assistant Headteacher who will contribute to the continual improvement of standards through their passionate and dynamic approaches to behaviour, safeguarding, teaching, learning and support of students and colleagues. This position would be ideally suited to someone looking for further challenge, or equally someone seeking to build on their successful experience in leadership. A skill set, track record of improving the life chances of students and performance of colleagues is essential. The successful candidate will have a passion for education and use it as an opportunity for positive transformation for students and colleagues. Candidates will be expected to demonstrate at interview what they will add to St Peter's in order to develop the vision and progress of the already positive St Peter's story.

### **Main aspects of the role:**

- To lead the outstanding provision and delivery of behaviour and safeguarding across the school
- To ensure that all students fulfil their potential and move onto ambitious and appropriate Post 16 courses and/or employment
- To promote inclusion of all students and their families and ensure their access to the curriculum and all school facilities and provision.
- To work with colleagues and external agencies in order to ensure that all behaviour and safeguarding issues are supported appropriately
- To use data to monitor behaviour and safeguarding trends and lead focused, evidence based intervention where necessary.
- To lead the Behaviour and Safeguarding Teams with the Heads of Year and Intervention Support Officers.
- To lead Behaviour and Safeguarding provision in meetings that promote the St. Peter's Character Compass and our Principles of **HOPE**.
- To lead the fulfilments of the St Peter's vision statement of "Life to the full for everyone".
- To lead our mission of valuing and empowering each member of our community through our Principles of **HOPE**.
- To provide opportunities for everyone to live out our Principles of **HOPE**, providing a wide focus on raising achievement and improving student outcomes.



Our students make teaching here a real pleasure, and as such we have high expectation for both our students and ourselves.

We offer:

- a welcoming and friendly team of excellent teachers
- a supportive working environment
- many opportunities to enhance your skills as a teacher
- students with a drive to succeed

A willingness and ability to offer time and energy to our wellbeing programme &/or extra-curricular provision (which we believe adds significant value to our character based approaches to education, including our Duke of Edinburgh and Ten Tors), will be taken into consideration for applications.

As a Church of England Aided School, in cases of equal merit preference will be given to candidates who are in sympathy with the foundation. The school is committed to promoting and safeguarding the welfare of its students. This role is subject to DBS clearance.

## Assistant Headteacher: Behaviour and Safeguarding (DSL) (permanent full time)

Pay and time pro rata.

Scale: pending experience and skills (L8 – 12)



We are looking for an ambitious and determined individual who is committed to continuous improvement and be able to inspire and lead colleagues and students. You will have proven experience of improving learning and teaching, enabling every student to reach his/her full potential.

### Overview

The Assistant Headteacher will lead on Behaviour and Safeguarding (DSL) as well as having other agreed significant whole school responsibilities, based on the needs of the school and skills/experience of the candidate appointed. Whole school responsibilities may change over time to help provide the candidate with further experiences and skill development to support career development and promotion opportunities and this will be reflected throughout the annual appraisal. This role provides an outstanding range of experiences and skill development that will help facilitate further promotion.

As a full member of the Senior Leadership Team, the Assistant Headteacher will also share the corporate responsibility necessary to ensure the continued outstanding operational provision of the school and will also play a major role in determining future strategy for St Peter's Church of England Aided School.

The Assistant Headteacher is responsible for contributing to the effective day to day operation of St Peter's fully supporting the Headteacher as part of a cohesive and highly effective Senior Leadership Team. The Assistant Headteacher should support the Headteacher to create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in every area in the St Peter's community.

### Main aspects of the role:

- Provide outstanding leadership for Behaviour and Safeguarding across the whole school with all stakeholders
- Strategic and operational leadership of agreed whole school responsibilities
  - **Behaviour For Learning**
  - **Designated Safeguarding Lead**
- At all times support the St Peter's vision statement of *"Life to the full for everyone"*
- Our mission is to value and empower each member of our community to learn to "live life to the full" and make the seemingly impossible, possible.
- Drive the continuous and consistent Principles of **HOPE** which provide a focus on raising achievement and improving student outcomes through
  - H** Habits for Character
  - O** Opportunities for all
  - P** Personal Responsibility
  - E** Excellence
- Focus primarily on the development of teaching and learning aiming to ensure that it is of the highest quality at all times



## Job Description

The Assistant Headteacher: Behaviour and Safeguarding (DSL) at St Peter's Church of England Aided School shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

### Key Accountabilities

- To be **Designate Safeguarding Lead** (in accordance with school policy).
- To develop and monitor the **behaviour for learning strategy** (in accordance with school policy).
- To be responsible for the academic success of all students in the school.
- To raise standards of student attainment and to monitor the effectiveness of teaching and learning.
- To strengthen the school's organisational capacity by contributing to its effective day-to-day management.
- To develop a safe, secure and healthy environment across the school.
- To make a substantial contribution to the development, articulation and implementation of the school's mission.
- To monitor, evaluate and develop the quality of teaching throughout the school.
- To develop the skills of the middle leaders, teachers and all employees by planning, implementing and evaluating the school's programme of professional development and teacher appraisal.
- To oversee middle leadership self-evaluation.
- To be a member of the School Senior Leadership Team, leading and contributing to the development of policies and practices, and the evaluation of all aspects of school life.
- To share general aspects of school management (e.g. staff appointments, staff development activities, communicating with staff and parents, organising events ...).
- To deputise for the Deputy Headteacher and Headteacher when required and to support him/her.
- Take action to develop and sustain a positive Christian ethos throughout the school.

### Operational and Strategic duties:

- To supervise and lead all staff to ensure the effective operation of the school.
- To line manage Heads of Year and their teams according to the needs of the school.
- Provide strategic and operational leadership of agreed whole school responsibilities.

### Curriculum Duties:

- To ensure an effective progression focussed assembly and tutorial programme in consultation with the school chaplain and in accordance with the necessary national agenda to support the safeguarding and welfare of students and staff at the school.
- To be aware of wider curriculum developments across all Key Stages and to be proactive in raising these as part of the School's Senior Leadership Team.

**Staff Development Responsibilities:**

- To work with Heads of Year and their teams to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To monitor the efficient and effective deployment of the Heads of Year/support staff (where appropriate).
- To undertake Performance Appraisals and to act as reviewer for a group of staff within link areas.
- To participate in the interview process for teaching posts when required and to work with Middle Leaders to ensure effective induction of new staff in line with school policy.
- To promote teamwork and to motivate staff to ensure effective working relationships.

**Assuring Quality:**

- To ensure effective impact of The St. Peter's Character Compass and Principles of **HOPE**
- To ensure the effective review and monitoring systems to support progress.
- To ensure the process of effective target setting within the school and to work towards their achievement.
- To contribute to the School's procedures for assuring quality (AQ).
- To work with Heads of Year and their teams to monitor and evaluate their work, in line with the school improvement plan and school standards criteria.
- To lead and monitor modification and improvement where required.

**Progress Tracker Responsibilities:**

- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the Progress Tracker and Review cycles for the school.
- To provide the Governing Body with a summary of information relating to relevant performance and development.

**Managing Effective Communications:**

- To ensure that all members of the team support the Principles of **HOPE**, Character Compass and Christian Ethos.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry and other relevant external bodies.
- To organise regular Head of Year and Safeguarding meetings.

**Resource Management:**

- To manage the available resources of space, staff, money and equipment effectively and efficiently in order to maximise the educational provision for students.

**Student Support Duties:**

- To monitor and support the overall progress and development of students, utilising partnerships with staff, parents and external agencies when appropriate.
- To lead and implement the Praise policy.
- To ensure the behaviour for learning system is implemented so that effective learning can take place.

- To monitor student behaviour at all times throughout the school and to work with duty staff to intervene as necessary.

#### **Teaching Duties:**

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To contribute to the curriculum area and subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking of work (in accordance with school policy).
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and school procedures.

#### **Other Duties:**

- Provide strategic and operational leadership of agreed whole school responsibilities.
- To adhere to the school's Code of Conduct.
- To engage actively in the performance review process.
- To continue personal development as agreed at appraisal.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) and the Headteacher not mentioned in the above.
- To play a full part in the life of the school community, to support the Christian Ethos.
- To show a record of excellent attendance and punctuality.

#### **General:**

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school 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.

Undertake such other duties that may be required from time to time at the request of the Headteacher. This job description will be reviewed regularly and may be subject to modification and amendment after consultation.

## Person Specification: Assistant Headteacher

	Essential	Desirable
<b>Christian Commitment</b>		
Ability to develop further the Christian ethos of the school and links with the Diocese and local churches	√	
Able to articulate and apply own faith with staff and students, sensitively and appropriately, as part of developing the schools ethos and mission		√
Ability to recognise and nurture potential in students and staff	√	
Commitment to the aims and ethos of a Church School	√	
Ability to lead Daily Act or Worship	√	
Committed Christian		√
<b>Qualifications</b>		
First degree level Qualified Teacher status	√	
Evidence of relevant professional career development (NPQH) (CofEPQH)		√
SW Dioceses' Aspiring School Leaders' programme completion or equivalent		√
<b>Experience, Skills and Knowledge</b>		
Evidence of success in leading a team initiative in education	√	
Experience of leading an aspect of whole school development	√	
Experience of effectively deploying and managing staff	√	
Evidence of excellent teaching ability	√	
Excellence of raising achievement	√	
Excellent communication skills	√	
Proven track record of contributing to raising standards and levels of achievement.	√	
A demonstrable ability to analyse data, reviewing patterns and take appropriate action	√	
Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively	√	
Experience of leading teacher appraisal and middle leadership professional development programmes		√
<b>Personal Qualities</b>		
Commitment to safeguarding and promoting the welfare of students and young people	√	
Motivation to work with children and young people	√	
A good role model for other staff and students – relentlessly enthusiastic, reliable and committed	√	
Excellent oral and written communication skills	√	
Evidence of ability to think and to manage strategically	√	
Aspirational for the continuous improvement of teaching and learning	√	
The ability to motivate and lead staff and students towards aspirational and measurable targets	√	
Comfortable when working in uncharted territory	√	
Team player who is able to work collaboratively in a diverse team	√	
Able to demonstrate diplomacy, credibility and stature	√	

**To register interest for further information about the post, roles and responsibilities please email [vacancies@spexe.org](mailto:vacancies@spexe.org).**