



ASSISTANT HEADTEACHER – BEHAVIOUR AND ATTITUDES

START DATE: SEPTEMBER 2023



SCHOOLS ACHIEVING SUCCESS TOGETHER



SHERBORNE AREA SCHOOLS' TRUST

March 2023



Dear Applicant,

Thank you for expressing an interest in the post of Assistant Headteacher – Behaviour and Attitudes at The Gryphon School. Accompanying this letter is information about the School which we hope will provide you with everything you need to know to apply for the post.

This is a full-time, permanent post commencing in September 2023. We are looking to appoint an inspirational Assistant Headteacher 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 the Ofsted category of Behaviour and Attitudes as well as the SIAMs strands of “Community and Living well together” and “Dignity and Respect”.

The postholder will also be responsible for the leadership and development of Behaviour and Attitudes within the school and will be responsible for the line management of the Heads of Year. These opportunities will sit alongside the normal responsibilities of a classroom teacher and leader in our school.

As a senior leader this role is:

- To contribute to whole school leadership in raising standards.
- To communicate the school's vision and its leadership, empowering all pupils and staff to excel.
- To make a significant contribution to the special ethos and culture of the School through the development of a positive atmosphere in which all students have access to a broad, balanced and enjoyable curriculum experience, which contributes to their personal and academic achievement.
- To promote the social, moral, cultural, spiritual and physical development of students, so preparing them for the opportunities, responsibilities and experiences of adult life.
- To be outward looking by analysing, researching and interpreting relevant global, national, local and school data, research and inspection evidence to inform the practices, expectations, targets and teaching methods.
- To represent the school with parents, the community and external agencies to the highest professional standards.

The Gryphon is a wonderful place to work and has a special atmosphere and feel. It became a founder member of the Sherborne Area Schools' Trust (SAST) a multi-academy trust established in June 2017. The Good Schools Guide 2023 concludes that 'A big school with a small school feel is exactly right. No child goes unnoticed and teachers seem to be genuinely motivated to see pupils progress to the best of their ability. An impressive capacity to cater for extremely different academic needs in a nurturing environment. No wonder it's over-subscribed'.

We are an outward looking school with exceptional community links as well as strong relationships with other good and outstanding schools across the South West and nationally.

We are a comprehensive school serving a diverse community. Our high quality support staff make a real difference to our students. Teaching is often outstanding, and consistently at least good across all subjects and key stages. Teachers are provided with the resources to make lessons stimulating and practical and have excellent subject knowledge. They make sure students are very clear about what is demanded of them and how to improve. The School's very positive entry in the Good School Guide describes pastoral care and discipline as 'excellent'. Students are reflective, behave with great courtesy, and are heavily involved in working with staff to improve the school and the welfare of others.

The Gryphon gains high results for its students at both GCSE and A Level. Our large Sixth Form of 380 students is exceptional. We have an outstanding record of success in university entrance, including places at Oxford, Cambridge and other Russell Group universities, as well as for training places and apprenticeships.

Our 2022 GCSE exam results were, once again, excellent. 24 students achieved ten or more 7s, 8s and 9s with many staying on to attend The Gryphon Sixth Form.

Additionally, our A level results were excellent with 29 students receiving straight A and A* results including three students heading off to Oxford and Cambridge, and three students going on to study medicine.

In May 2022 our inspection as a Church School (SIAMS) judged us to be Excellent. Our most recent Ofsted visit, in November 2017, was very positive and confirmed our status as a “good school”. Our focus, which reflects our Church School status, is that we should be a “10:10” school; where students and staff experience life in all of its fullness. So for us education is more than just exam results – we place great value on the personal development of each student. We aim for them to leave school as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and to feel that they have a contribution to make to the wider community. Digital learning is important at The Gryphon School including the use of mobile technology; we want our young people to use technology responsibly and to enhance their learning.

In summary, we are a true team with a great sense of pride in what we collectively achieve and we embrace the challenge for achievement to be even higher. Our special culture and ethos focuses on enabling students to be the best that they can, both personally and academically, supported by the tremendous work and care of all our staff. We continue to strive to be outstanding in all aspects of school life.

We are looking for someone with high expectations, a love of their subject, the ability to inspire and also laugh whilst enjoying the challenges of this role. You need to be a team player with the inner determination to develop continually, picking up the best ideas from around the world in education. In return, you will join a Department that is full of activity, rewarding and friendly. We have a great record for supporting and developing all of our staff through our own training and links with NCSL providers.

You are very welcome to visit us in advance of an application or to contact us to find out more.

Very best wishes,

N J Edwards

Canon Nicki Edwards
Headteacher

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Monday 17th April 2023**

The interviews will be held **as soon as possible after the closing date**

Salary: Leadership Scale L10 – L14

Contract: Permanent, full-time

We are seeking to recruit an inspirational Assistant Headteacher 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 the Ofsted category of Behaviour and Attitudes as well as the SIAMs strands of “Community and Living well together” and “Dignity and Respect”. The postholder will also be responsible for the leadership and development of Behaviour and Attitudes within the school and will be responsible for the line management of the Heads of Year. These opportunities will sit alongside the normal responsibilities of a classroom teacher and leader in our school.

You will be someone who understands and enjoys working with young people, is well organised, flexible, adaptable and enjoys variety in your work. You will be an excellent communicator with the ability to motivate students and gain their respect. The successful candidate will be able to influence and motivate others via their own excellent interpersonal and communication skills.

You are asked to provide the following:

- A completed application form
- 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 Recruitment Team, Shaftesbury School, Salisbury School, Shaftesbury, Dorset, SP7 8ER or by email to:

recruitment@sast.org.uk

Should you wish to arrange a visit to view the School, please do not hesitate to contact Caroline Rabbetts, Office Manager on caroline.rabbetts@gryphon.dorset.sch.uk or at 01935 810101 who will be happy to arrange this.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

The Gryphon School, part of the Sherborne Area Schools Trust, has an absolute commitment to safeguarding and promoting the welfare of children. The Trust and School follows the national and Somerset policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted for 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 (SAST) 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.

This role is UK- based and your right to work will need to be established as part of the appointment process.



JOB DESCRIPTION

Key accountabilities and dimensions: Behaviour and Attitudes

- Enable students to develop the personal attributes and qualities necessary to thrive and make a positive contribution throughout their life.
- Promote the personal qualities of respect, independence, mutual support, motivation, high expectations, tolerance and resilience.
- Support and encourage spiritual, moral, social and cultural development for Christians, those of all faiths and none in our community, as well as fundamental British values.
- Encourage leadership, integrity, manners and honesty.
- Support a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Contribute to the culture and ethos of care and support for every student.
- Use school wide positive behaviour support to ensure positive achievement for all students in social, behaviour and emotional outcomes.
- To produce clear and effective behaviour and attendance policies, with predictable responses and consequences to behaviours.
- To monitor the quality of pastoral support and teaching of social, emotional and behaviour curriculum and to devise systems which ensure continual improvement.
- To ensure that there are clear routines, expectations and protocols in place for students and staff in tutor time, lessons and less structured social times such as break and lunch times.
- To lead the pastoral team in implementing and reviewing individualised behaviour support plans and protocols for specific students, ensuring collaboration and communication with families is at the centre of these decisions
- To ensure that the school is an environment within which students feel safe and in which there are robust approaches and policies to respond to any incidents of bullying, discrimination or sexual harassment, in person or online.
- To promote a positive attitude to learning for students and staff
- To contribute to all areas of the SEF and SDP and lead on Behaviour and Attitudes section, ensuring effective monitoring, evaluation and report to the Head Teacher and Governors on progress and outcomes.
- To develop and sustain strong and effective links with outside agencies including CAHMS and Social Care in the ongoing support of families.
- To work closely with the Headteacher on the proportionate use of fixed-term exclusions, analysing their effectiveness and any patterns.
- To lead on whole school attendance ensuring that PA students and families are supported and individual and whole school attendance improved.
- To work with governors and senior colleagues to recruit and retain staff of the highest quality.
- To work effectively under pressure and to keep to specified deadlines.
- To demonstrate a personal commitment to identify and promote leadership potential at all levels.
- To line manage agreed members of staff, supporting them to set and review personal and professional objectives.
- To share in the corporate responsibility for the well-being of all students and staff.

Training and Professional Development

- The jobholder is required to contribute to and support the overall aims and ethos of the school.
- All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

Additional Information

- The professional duties of the post are those detailed in the School Teachers' Pay and Conditions document and the national Teachers' Standards in England.
- This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.
- The job description allocates duties and responsibilities. It does not direct the amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities the post holder must use directed time in accordance with the School's published time budget policy, and have regard to Section 67 of a Teacher's Conditions of Employment. The job description is NOT necessarily a comprehensive definition of the post. It may be reviewed at least once a year and it may be subject to modification or amendment after consultation with the post holder.

PERSON SPECIFICATION

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 leadership role and those who are looking to step into a leadership role.
- Those who have experience of leading a whole academy initiative
- 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 comprehensive 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.
- Suitability 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

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

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
- Plan and run overseas residential trips.

Knowledge

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

Leadership Skills

- 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

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

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 and support others

We are interested in all these attributes for colleagues joining the Gryphon family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. Candidates for middle leader posts would be expected to demonstrate greater experience and expertise in the above areas. A sense of realism and humour are really important.

THE GRYPHON SCHOOL

WHAT WE PROVIDE



High Quality Professional Development

- INSET Programme with national speakers e.g. Sir John Jones, Simon Mayo
- Time is provided for learning and development in everyone's staffing allocation
- Middle leader training programme
- New staff induction programme
- 2nd year teacher programme
- Opportunities for sharing of best practice and expertise
- Encouragement of individual action research through appraisal
- Opportunities to mentor student teachers on ITT, Schools Direct, volunteers and other routes

Support for Teaching

- Investment in resources, facilities and the environment
- Outstanding ICT infrastructure including Wi-Fi, resources
- Strong departmental support structure
- Timetabling ensures specialist teach in their subject areas and there are rarely any split classes
- Designated support for reprographics, trip management, student behavioural support, SEND needs etc
- Dedicated team of school cover supervisors

Links with other schools

The Gryphon is outward looking and a lead member of various school development groups. This facilitates visits, exchanges, subject sharing, leadership support and enhanced student opportunities.

- Jubilee Group – eight schools across the SW from Devon to Wiltshire and Gloucestershire
- South West Academies Group – nine academy schools across Devon, Somerset and BANES
- North Dorset – five secondary schools, a Special school and a PRU
- Sherborne Schools Partnership of nine feeder primary schools with whom we have excellent cross-phase academic collaboration Y6-8 curriculum and transition.
- Since 2014-15 we have been part of the national PiXL group

Supporting families

- Forget me Not Nursery on site
- Supportive to colleagues for time off during periods of family illness/crisis
- Supportive of requests where possible to attend graduations, family weddings, special family events, house moves

Practicalities – little extra touches

- Generous allocation and pattern of INSET Days to support staff learning and development and wellbeing
- Quality free seated lunch provided on INSET Days
- Free on-site parking

Strong Staff Community

- Very active, vibrant, Staff Social Committee who arrange an array of social events and activities across the year
- Large main staff room – and we hold weekly whole staff briefings
- Successful and very competitive staff sports teams playing other schools
- Amazing involvement in charity events, national days, productions, teams, public speaking, Duke of Edinburgh etc

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. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years.

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.

