



Meopham School
ACADEMIC EXCELLENCE IN A RURAL SETTING

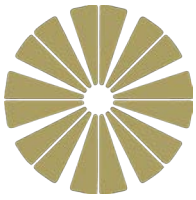
**Assistant Headteacher-
Behaviour Culture & Standards
INFORMATION**



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Dear Applicant,

Thank you for expressing an interest in joining Meopham School. I hope you will take a look at our website at <https://www.meophamschool.org.uk/> and take time to consider the information enclosed with this letter.

Meopham School is a vibrant and ambitious 11-18 school with a strong community ethos. This helps create a supportive and inspiring climate for success. Students at Meopham School are valued and nurtured as individuals. In April 2023 Ofsted awarded the school with a 'Good' grading in all areas, drawing attention to the fact that "pupils are proud to attend this inclusive and positive school. They value the supportive and nurturing relationships they have with staff."

We have exceptionally high standards where we value the hard work which makes it possible for every student and staff member to fulfil their potential. We are proud that visitors to our school often comment on the mature and courteous manner in which our students present themselves.

We are proud that Meopham students are also curious in their learning, resilient in overcoming difficulty, and are confident in evaluating their own progress. As a consequence they are ambitious to achieve academic and personal success, both in school and the world beyond.

To achieve our vision, we place the recruitment, retention and professional development of teachers as a top priority. We therefore seek well-qualified, highly skilled, and enthusiastic teachers, who have the highest expectations of both themselves and the pupils in their classes. We want teachers who enjoy working with young people of all abilities and differing needs.

Meopham School joined the Swale Academies Trust as an academy on 1st February 2013. This is made up of a group of schools, both primary and secondary, located in Kent and East Sussex.

We are unique in that we have all the benefits of a school in a rural setting, with the advantages of working as part of a larger Trust. We are involved in extensive outreach work across schools in Kent, both within the Trust and beyond. This means that we can offer you an invigorating professional environment in which to grow. We invite you to be part of our future success.

If you become part of our team we believe we could offer you a number of benefits. You would become part of something successful. We can offer an exceptional package of professional development, ranging from an acclaimed ECT induction programme, training through the nationally recognised Outstanding Teacher Programme, a Masters' Degree, and support for aspiring leaders and headteachers through the suite of National Professional Qualifications.

Meopham School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of the detailed person specification.

If you wish to apply please visit Kent Teach to submit your application as soon as possible. We look forward to receiving your application.

Mr Glenn Prebble
Head of School

Simon Cox
Executive Headteacher

JOB DESCRIPTION



Job Title: Assistant Headteacher - Behaviour Culture & Standards
Grade: Leadership Scale (L10-L14)
Responsible to: Headteacher/Head of School

Main Purpose:

The Assistant Headteacher will work in partnership with the Headteacher and other SLT members in defining, articulating and implementing the mission and values of the School through effective communication and engagement of all stakeholders.

The Assistant Headteacher will also be expected to fulfil the professional responsibilities as set out in the School Teachers' Pay and Conditions Document (STPCD).

The specific nature and balance of responsibilities will vary according to the needs of the school but the main functions of the role are:

Main duties

- Support the Headteacher in the school's self-review procedures, including the analysis of performance data, and producing the School Development Plan.
- Have full responsibilities for outcomes across the school including ensuring that relevant evidences are available and held in the required format.
- Implement the school's behaviour policy to maintain good order in the school;
- Carry out Performance Management of designated staff;
- Undertake other reasonable duties at the request of the Headteacher or governing body;
- Promote the values and achievements of the school to the community;
- Lead, drive, motivate, support, challenge and develop middle leaders to secure improvement across the school;
- Take school assemblies when required;
- To lead in the further development of the teaching of core and foundation subjects.
- All members of the School's Senior Leadership team are expected to:
- Reflect the school's vision and aims by promoting and developing a learning and caring culture;
- Demonstrate leadership by example;
- Set high standards, acting as role models for colleagues;
- Show a commitment to enabling all pupils to maximise their achievements;
- Contribute to the provision of a safe and secure learning environment;
- Support the school's endeavours to meet the needs of its community;
- Manage staff in a way that promotes their skills, confidence and expertise;
- Participate in the school's Performance Management process;

JOB DESCRIPTION



Key Accountabilities

Strategic direction and development of the school

- To assist the Headteacher in shaping the vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement;
- To play a significant role in setting aims and objectives for the school and in producing the School Development Plan along with the Headteacher, governors and other senior leaders;
- To take responsibility for developing and monitoring policy and practice as laid down in the School Development Plan, and in agreement with the Headteacher;
- To assist the Headteacher in school self-evaluation and in the effective planning and management of resources to secure improvements;
- Demonstrate strategic vision and planning, using performance data analysis to inform staff deployment and to set targets;
- Ensure that analysis leads to improved rates of children's progress and overall attainment levels across the designated phase or whole school;
- Creation of strategic and operational data analysis systems to support in-depth analysis of individual teacher, subject and curriculum performance as part of the whole school self-evaluation process.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Work with the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure the effective use of budgets and resources.

Leading and Managing Staff

- Lead, drive, motivate, support, challenge and develop staff to secure improvement;
- Support the Headteacher, Executive Headteacher and governors in accounting for the efficiency and effectiveness of the school to all relevant stakeholders;
- To actively participate in school / community events;
- In consultation with, and by the direction of the Headteacher, deploy people and resources efficiently and effectively i.e. timetables, supply staff;
- To participate in recruitment and selection as agreed by the Headteacher.

Safeguarding

- Take responsibility for promoting and safeguarding the welfare of pupils and staff in accordance with the current statutory guidance and legislation.
- Promote expected standards of behaviour which support learning and positive pupil outcomes;
- Create and maintain an effective partnership with parents/carers to improve children's achievement and their personal and social development;
- Promote a culture of independent learning;
- Take responsibility for handling individual pupil disciplinary cases.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

PERSON SPECIFICATION

Criteria		Essential/ Desirable
Qualifications	Qualified Teacher status	E
	Recognised degree or equivalent	E
Experience	Recent participation in a range of relevant and significant continuing professional development, including leadership.	E
	Successful Middle Leadership experience.	E
	Impacting significantly on a whole school initiative which has led to raising standards	E
	Experience of leading one or more curriculum areas with evidence of impact of initiatives on pupil outcomes	E
	Successful curriculum leadership and innovation	E
	Successful Senior Leadership experience or substantial experience of coaching teachers to improve performance.	D
Skills and Abilities	Improve planning and implementation, monitoring and review.	E
	Developing effective partnerships with parents and outside agencies	E
	Improving the quality of teaching at individual practitioner level and the whole school.	E
	Working in partnership with governors	E
	Ability to inspire, motivate and challenge staff including through the development of effective teams	E
	Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care	D
	Ability to use performance management to promote and support school improvement	D
Knowledge	Up to date knowledge of national policies, priorities and statutory frameworks including recent changes in curriculum and assessment.	E
	Knowledge of co-ordinating and leading on school outcomes.	E
	Appreciation of the benefits of effective collaborative working	E
Personal Qualities	Excellent communication skills	E
	Exceptional interpersonal skills	E
	Personal impact, commitment, enthusiasm, integrity and resilience	E
	A commitment to promoting and developing pupils' personal development and well-being	E
	Enjoyment, energy and enthusiasm for working with our children	E
	Willingness to maintain own learning and professional development	E
	Being an organised, professional, reflective practitioner and creative thinker.	E

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges. The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and all electronic applications should be made via this route. Alternatively, completed forms can be sent by post to the following address:

Mrs Diane Mills
Meopham School,
Wrotham Road,
Meopham,
Gravesend
DA13 0AH

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



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