

Briefing Pack for Applicants

Assistant Head – Director of Learning & Inclusion



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Assistant Head – Director of Learning & Inclusion

Pay scale: L12 – L16 (£58,105 - £64, 225)

Contract: Full time, Permanent

Start date: 1st September 2023

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. High Storrs School joined the Trust in March 2018.

High Storrs is a high-performing 11-18 secondary school on the South Western outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

Required as soon as possible we are seeking to appoint a hard-working and highly organised individual to undertake the important role of Assistant Head, Director of Learning & Inclusion.

The closing date is Monday 20th February 2023 at 9am with interviews taking place week commencing 27th February.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs.sheffield.sch.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2022 students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,



Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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| POST TITLE | Assistant Head – Director of Learning & Inclusion |
| GRADE/SALARY | L12 – L16 |
| HOURS/WEEKS | Full time |
| LOCATION | High Storrs School |
| RESPONSIBLE TO | Headteacher |
| RESPONSIBLE FOR | Assistant SENDco, Learning Mentor and Learning Support Team |
| PURPOSE OF THE JOB | Dynamic leadership of the academic progress, curriculum and wellbeing of all students with learning needs/challenges to ensure they make outstanding progress in our inclusive school. |
| RELEVANT QUALIFICATIONS | QTS and relevant degree The National SENCO Award (or willingness to undertake it within the stipulated time limit) |

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

Strategic Planning

- Create and communicate a shared vision, ethos and strategic plan for the learning support and inclusion team that inspires and motivates all stakeholders and reflects the needs of the school and its community as part of Sheffield and in its wider context.
- To lead the Learning Support Team as SENDco within the school.
- To ensure the effective and appropriate delivery of high-quality support, intervention and learning at High Storrs School, ensuring that attainment and progress for SEND students is the very best it can be.
- To ensure the Code of Practice is understood and upheld across the school.
- Line management of the Assistant SENDco and learning support team (and any other allocated departments and TLRs).
 - To be Deputy DSL and work closely with the DSL to lead safeguarding across the school.
 - To lead school's liaison and work with Hospital and Home Education team.
 - To act as Lead teacher for CLA & Post CLA at HSS and work closely with the virtual school.
 - To lead HSS work on equalities and positive Mental Health.
 - To assist with school self-review and QA (including 'Subject Improvement Trail' or SIT).

Leadership

- To provide strategic leadership for special education needs provision at HSS.
- To manage, the SEND team, developing strategies and interpreting policies in order to secure confidence and trust with parents thereby maximising the quality of delivery and achievement for SEND students.
- To seek, compile, evaluate and disseminate information appropriate to the effective delivery of learning support to students including those with special educational needs. e.g. support plans, annual reviews, liaison with other teams etc.
- To line manage Learning Mentor.
- To line manage members of the SEND Team as appropriate, maintaining effective and positive relationships developing teamwork and ensuring school policies are followed.
- To oversee the day to day running of SEND policy in accordance with statutory guidance and SEND Code of Practice.
- To co-ordinate provision for pupils with a Statement/EHCP, School Action Plus and School Action including the curriculum offer, assessment procedures, access arrangements and leadership of annual reviews.
- To work collaboratively with and make referrals to outside agencies (incl. Educational Psychology Service, Sheffield Futures, MAST, Speech and Language, Specialist Support Services, hospital and Home Education).
- To oversee Year 6/7 transition for pupils with SEND.
- To be Deputy DSL and work closely with the DSL to lead safeguarding across the school.
- To lead school's liaison and work with Hospital and Home Education team.
- To act as Lead teacher for CLA & Post CLA at HSS and work closely with the virtual school.
- To lead HSS work on belonging, equalities and positive Mental Health and line manage the work of colleagues in this sphere colleagues as appropriate.
- To deputise for the Head teacher as appropriate.

Teaching, Learning, assessment, curriculum and student progress

- Set high expectations and challenging targets for the teaching and learning of all students with special educational needs; monitoring effectiveness and evaluating learning outcomes through managing staff and student voice and the analysis of performance data.
- Ensure a school-wide focus on SEN students' achievement, using data, target setting and national benchmarks to monitor progress in every child's learning and progress.
- Establish creative, effective approaches to learning and teaching, responsive to the needs of the student community.
- Ensure a learning culture and student behaviour that supports and facilitates students engagement in learning.
- Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.
- Lead on professional development to further improve teaching learning for students with special education needs across the school.
- Be responsible for planning, development, monitoring and assessment of curriculum provision for children with Special Educational Needs (including liaison with Hospital and Home Ed and other outside agencies where appropriate).
- Develop effective assessment procedures across the SEND team which informs provision i.e. small group work. In class support, 1:1 tuition.
- To lead a team of staff (of HLTAs and TAs) through the component parts of planning, development and delivery of curriculum.
- To develop distinctive features of the learning support curriculum including activities (both curricular and extra-curricular) that develop learning behaviours and skills and provide inspiration and challenge for our most aspirational students.
- To develop and monitor assessment practice within learning support and to plan and lead timely intervention to maximise success for all.
- Ensure that all pupils receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress.
- To ensure that parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them (as part of review meetings as per the Code of Practice or as issues arise).
- Develop the school's links with outside agencies for the benefit of students and staff with regard to safeguarding, equalities, learning needs and positive mental health.
- To work with Assistant Headteacher (Director of KS3) to ensure transition to HSS is a smooth, positive and inclusive process that balances high expectations and good pastoral support from the outset.

Quality Assurance

- Take responsibility for development, evaluation and regular monitoring of all aspects of role as part of whole school review and development planning (including the SEF and School Development Plan).
- Act as performance reviewer for identified members of the Team and that targets set are rigorous and reflect whole school and Subject Improvement Plan.
- Review and analyse progress and attainment data for students with identified SEND.

- Lead on the identification of strengths and areas for Improvement through lesson observations and QA across the Team (and in the teaching of students with SEN the school).
- To act as SLT link for specified departments and TLRs.

Staff Development

- To act as a role model for the highest professional standards within the framework of the schools expectations.
- Recruit, retain and deploy staff appropriately.
- To lead on staff attendance and well being for your team.
- To serve as a reviewer within the school's Performance Development system.
- To analyse, assess and identify training needs for members of the special needs team, ensuring that all members of staff recognise and fulfil their statutory responsibilities for students with SEND.
- To establish and lead in-house and whole school training and development in order to assist colleagues in understanding aspects of SEND which will support the learning of all students.
- To establish clear support mechanisms for members of the SEN Team, including an induction programme.
- To monitor and evaluate staff development within the SEN Team.
- To work with the DSL to lead in-house and whole school training and development in order to assist colleagues in understanding aspects of safeguarding which will support the learning and safety of all students.
- To identify and plan for any necessary training linked to CLA and post CLA.
- To identify and plan for any necessary training linked to equalities.
- To identify and plan for any necessary training linked to positive mental health.

Communication, Community and equality

- To manage enquiries, complaints and concerns about students with special education needs and challenges and CLA and post CLA.
- To support clear lines of communication between different teams within the school and attend Middle Leader meetings as outlined on school calendar.
- To engage in cross-Trust working and peer reviews/support attending networking and development meetings as appropriate.
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Create and promote positive strategies for challenging all forms of prejudice and harassment by reviewing and monitoring the Equality Plan and supporting endeavours (e.g. LGBT group) to promote and champion diversity and inclusivity.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- Update SLT and Governors on the effectiveness of provision for SEND and CLA/post CLA students.
- Work with colleagues across the school to promote strategies and support to support positive mental health for our students.
- To contribute to school communications e.g. blogs, social media etc.
- Work with other members of SLT/school staff to celebrate student achievement and milestones.
- Lead on or support the planning of parent or community events and information evenings linked to aspects of the role.
- To promote the school within the area and nationally.

Management of Resources

- Lead, manage and monitor all resources, including special needs and CLA capitation. Advise SLT on SEND spending priorities.
- Have accountability and responsibility for ensuring that all school policies are met by every member of staff.
- Support recruitment process within the learning support team.
- Manage capitation for CLA.

Management of Records

- Ensure that SEND students are identified accurately as early as possible.
- Maintain an up to date SEND register.
- Maintain records of Annual Reviews, Ed & Health Care Plans Support plans and meetings related to SEN.
- Ensure that the register of access arrangements is kept up to date and accurate.
- Maintain accurate records about CLA/post CLA students.
- Maintain accurate records linked to safeguarding work as Deputy DSL.
- Ensure all statutory and key documents linked to role are reviewed and shared as per statutory and Trust guidelines (e.g. SEN Information Report, Equality Statement and Action Plan).

Additional Duties

- To play an integral role on the staff and SLT duty teams (e.g. late gate, leading a breaktime duty team, lunchtimes, after school and detentions).
- To attend school functions throughout the academic and calendar year.
- Work with the Local Governing Body attending meetings as appropriate.
- Engage with cross-Trust working and network groups.
- To offer full support to the work of the school ensuring that each individual is successful.
- To undertake any other duty as specified by the Teacher's Pay and Conditions Document.

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

This job description is current to the role.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.



OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification

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|  | | <h1>Minerva Learning Trust</h1> <h2>Person Specification</h2> | |  | |
| Post title: Assistant Head – Director of Learning & Inclusion | | | | | |
| Minimum Essential Requirements | | | | Method | of Assessment |
| QUALIFICATIONS AND TRAINING | | | | | |
| QTS and relevant degree | | | | AF | |
| Level 7 qualification in ability and attainment testing in line with JCQ requirements for exams assessor (or willingness to undertake it within the stipulated time limit) | | | | AF/I | |
| The National SENCO Award (or willingness to undertake it within the stipulated time limit) | | | | AF/I | |
| Has experience of leading on special needs provision within their current role | | | | AF/I | |
| KNOWLEDGE AND EXPERIENCE | | | | | |
| Experience of secondary school(s) | | | | AF | |
| Knowledge, understanding and experience of ensuring access for all children, but particularly those with SEND, to the school curriculum and school life | | | | AF/I | |
| Experience of having secured on-going student progress through own research-informed and reflective teaching practice and pedagogical knowledge | | | | AF/I | |
| Leadership and management experience in a school | | | | AF/I/R | |
| Involvement in school self-evaluation and development planning | | | | AF/I | |
| Line management experience | | | | AF/I/R | |
| Experience of contributing to staff development (with a particular focus on teaching and learning for students with SEND or supporting students with SEND) | | | | AF/I/R | |
| Evidence of their leadership having an impact on the outcomes and achievement of students | | | | AF/I | |
| Understanding of school finances | | | | AF | |
| PROFESSIONAL DEVELOPMENT | | | | | |
| A commitment to and evidence of both leading and engaging in professional development (including aspects of leadership development) | | | | AF/AA/I | |
| SKILLS | | | | | |
| Effective communication and interpersonal skills (including working with parents/carers) | | | | AF/AA/I | |
| Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example. | | | | AF/AA/I/R | |

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| Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes | AF/AA/I/R |
| Commitment to (and knowledge of) rich and varied curriculum provision to meet the needs of all students | AF/AA/I |
| A commitment to getting the best outcomes for all students and promoting the ethos and values of the school | AF/AA/I |
| Highly effective and creative communicator (oral and written) | AF/AA/I |
| Ability to work under pressure and prioritise effectively | AF/AA/I |
| Commitment to maintaining confidentiality at all times | AF/R |
| Ability to generate commitment and develop strong teams to manage change effectively | AF/I/R |
| A commitment to getting the best outcomes for all students and promoting the ethos and values of the school | AF/AA/I/R |
| QUALITIES AND ATTRIBUTES | |
| A positive outlook and demeanour and a strong sense of personal values. A commitment to the Nolan Principles of Public Life. | AF/I/R |
| Qualified Teacher Status and understanding of high-quality teaching, with the ability to model this for others and support others to improve. | AF/I/R |
| Ability to communicate a vision and inspire others | AF/I/R |
| Ability to build effective working relationships | AF/I/R |
| Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance across the school | AF/I/R |
| Commitment to and ability to implement an ethos of the highest standards of student behaviour, standards and welfare | AF/I/AA/R |
| Effective people management capabilities, including understanding of the role of Performance Development in staff development and school improvement | AF/I/R |
| An understanding of, and sensitivity to, the needs of all members of the school and wider community | AF/I/R |
| The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social and cultural development of students | AF/I/R |
| Ability to engage the school community in systematic and rigorous self-evaluation, combining the outcomes of this with external evaluations to support the continuous development of the school | AF/I/R |
| Under the direction of the Headteacher and/or Deputy Headteacher, have a commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the school and its stakeholders | AF/I/R |
| An understanding of, and sensitivity to, the needs of all members of the school and wider community | AF/I/R |
| EQUAL OPPORTUNITIES AND SAFEGUARDING | |
| An understanding of safeguarding issues and promoting the welfare of children and young people. | AF/I |
| A commitment to safeguarding students. | AF/I |
| Suitability to work with children. | AF/I |

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| A commitment to equal opportunities. | AF/I |
| Ability to recognise discrimination and willingness to put Equality Policies into practice. | AF/I |

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs.sheffield.sch.uk by the closing date.