Briefing Pack for Applicants
Assistant Headteacher – Director of Sixth Form (KS5), Learning & Progress for all

HIGH STORRS SCHOOL

Designed for Success

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.

Minerva Learning Trust

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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 Headteacher – Director of Sixth Form (KS5), Learning & Progress for all**
Location: **High Storrs School**
Pay scale: **Leadership Pay Range - L12: £67,898 to L16: £75,049 gross per annum**
Contract: **Permanent, full-time**
Start date: **01 September 2026**

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision and employs just over 1000 staff. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

High Storrs is a high-performing 11-18 secondary school on the southwest 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.

We are seeking to appoint a hard-working and highly organised individual to undertake the important role of Assistant Headteacher – Director of Sixth Form (KS5), Learning & Progress for all.

The closing date is at 9am on Monday 23 March 2026 and interviews will take place on Tuesday 14 April & Wednesday 15 April 2026.

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. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs-mlt.co.uk or telephone 01142670000. The application form and information pack is available on the school website. **Please ensure that you do <u>not</u> 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. 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 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.

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 and time to join our 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.

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 southwest of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1668 students (468 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 2025 (the last set of formal examination results), 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 others 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 3.05 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 2022 the school was graded 'Good' by Ofsted with Outstanding for the Sixth Form and student behaviour. Ofsted Inspectors commented: 'Well done. It has been a joy to be here, teachers are such positive role models'.

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 'five keys to success' and the notion of unlocking the potential in every student and member of staff. 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.

POST TITLE	Assistant Headteacher – Director of Sixth Form (KS5), Learning & Progress for all
GRADE/SALARY	Leadership Pay Range, L12 to L16
HOURS/WEEKS	Full time
LOCATION	High Storrs School
RESPONSIBLE TO	Headteacher
RESPONSIBLE FOR	Key Stage 5 learning and progress for all
PURPOSE OF THE JOB	Dynamic leadership of the learning and academic progress of Key Stage 5 students to ensure all our KS5 students make outstanding progress supported and challenged by high quality teaching and excellent support
RELEVANT QUALIFICATIONS	QTS and relevant degree

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 Key Stage 5 learning and achievement 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.
- Translate the vision for KS5 learning and achievement into clear objectives that promote and sustain school improvement.
- Lead on the further development of KS5 teaching, learning and focused intervention to secure achievement and excellent examination outcomes for all.
- To ensure the KS5 curriculum offer (both examined and non-examined) is strong, broad and ensure it continues to meet the needs of the students and the city
- To continue to develop and monitor a robust programme of support for KS5 vulnerable students (including those supported by 16-19 Bursary). To meet all reporting and review requirements for funding associated with vulnerable groups.
- To be a champion of, and advocate for, all vulnerable students in KS5.
- To promote and champion the High Storrs Post 16 offer across the school and city.
- To support the implementation and development of the CEIAG curriculum and offer in KS5.
- To lead on Y11 to Y12 transition programme (including Post 16 evenings, Sixth Form Open Evening, transition events & welcome events, Y12 Freshers' fayre and more) ensuring a smooth, successful and happy transition for all students supported by excellent communication and partnership with Primary partner schools and families.
- Working with the Director of KS4 and Careers Leader, ensure a smooth application process to High Storrs Sixth Form, supporting Post 16 choices and ensuring appropriate programmes of study and support (including support on GCSE Results Day).
- To ensure a strong Y11-12 transition programme leads to a successful, supportive and inclusive start to Y12 at HSS.
- To work with the Designated Safeguarding Lead, Special Educational Needs Coordinator and other relevant staff to ensure effective and timely transition of information regarding Y11 students' safeguarding, special educational needs and wellbeing.
- To work with data team and curriculum DHT to construct effective teaching groups and form groups.
- To ensure a strong focus on Learning Behaviours and HSS Attitude to Learning (A2L) throughout KS5. Manage interventions and rewards linked to the development of strong learning behaviours.
- To work with Sixth Form Heads of Year and other members of SLT to celebrate KS5 achievement.
- To attend a weekly Pastoral Support Meetings (PSM) with the Designated Safeguarding Lead(s) and relevant staff, to coordinate the pastoral care for children with complex pastoral needs.
- To assist with school self-review and QA (including 'Subject Improvement Trail' or SIT) and lead on KS5 learning and progress for all/vulnerable groups including those supported by 16-19 Bursary.
- To lead on the UCAS application process, acting as lead UCAS Adviser and completing students' applications.
- To ensure students' transition Post 18 is well managed and that all students are informed about and supported in their Post 18 choice (including Post 18 Information Evening for parents, university visits).

- Working with the Careers Leader, monitor Y13 students' likely destinations and target support for those who need it.
- To lead on whole school (Y7-13) inclusive student voice and leadership (including, but not limited to, leadership of student council and Head Team, and organisation of and response to the annual Edurio student survey).
- To act as a Deputy Designated Safeguarding Lead, with particular focus on safeguarding young people within KS5.
- Line management of the Sixth Form team (including form tutors), identified Subject Leaders, TLR holders and Team Leaders
- To deputise for the Head teacher as appropriate.

Teaching, Learning, assessment, curriculum and student progress

- Set high expectations and challenging targets for KS5 progress and achievement, monitoring effectiveness and evaluating learning outcomes.
- Ensure a school-wide focus on Y12-13 learning and progress, using data (including A2L), target setting and other benchmarks to monitor progress and standards.
- Establish creative, effective approaches (including bespoke interventions) to ensure effective KS5 learning and excellent progress, responsive to the needs of the student community.
- Ensure a culture that supports and facilitates pupil engagement in, and ownership of their own learning and learning behaviours/A2L (e.g. pre-tracker weeks).
- Monitor, evaluate and review classroom practice through leadership and promote improvement strategies, challenging underperformance, poor engagement and ensuring corrective action.
- To work with other members of SLT to ensure KS5 students all have an appropriate and challenging curriculum.
- To work with other members of SLT to ensure accurate and timely assessment informs KS5 tracking and intervention at all levels (classroom, department, whole school).
- To work with other members of SLT to ensure HSS Attitude to Learning grades (A2L) develop KS5 learning behaviours and ensure progress.
- To make a high-level contribution to the planning and leadership of professional development, maintaining an up-to-date and research-informed knowledge of all aspects of your role and demonstrating excellent CPD facilitation and delivery skills (e.g. TLS, TLGs).

Quality Assurance

- To support procedures and processes put in place for developing the curriculum, teaching & learning and student achievement.
- Manage and develop aspects of the SEF linked to KS5 learning and progress for all/ KS5 Vulnerable Groups including those supported by the 16-19 Bursary
- To act as SLT link for the Sixth Form Team, specified departments and TLRs.

Staffing

- 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 support staff attendance and well being
- To serve as an reviewer within the school's Performance Development system

- To serve as SLT link to a number of Subject Leaders, TLR holders and middle leaders

Communication and Community

- Work with other members of SLT to celebrate KS5 achievement and milestones.
- To work with parents and families (and other key agencies/staff) to secure and further develop parental engagement for students in KS5 (in support of all aspects of learning but particularly homework and independent learning). Lead key events such as Y12 Welcome Evenings and Post 18 Information Evening to support the development of good partnerships.
- To lead on whole school (Y7-13) student voice (including organisation of, and response to, the annual Edurio student survey) ensuring all young people feel represented and engaged in school life.
- Lead and further develop Post 16 celebrations of success (including A2L celebrations, Y13 final celebration assembly, Celebration of Success Evening).
- Promote the concept of lifelong learning (with links to A2L) and family engagement with learning through partnership.
- To liaise with all staff in regard to a wide range of aspects relating to the work of the school.
- To support clear lines of communication between different teams within the school.
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Support and further build a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Manage effective relationships with all stakeholders and partners.

Management of Information

- To lead on the strategic use of data in regard to KS5 learning and progress for all.
- To manage parental enquiries and complaints in regard to KS5 learning and progress.

Publicity

- To support the development and maintenance of the school prospectuses, with particular focus on High Storrs Sixth Form promotional material.
- To contribute to school communications including blogs, social media, Satchel One etc.
- To promote the school and Sixth Form within the area and nationally.

Management of Resources

- To take on tasks in regard to the day-to-day management of the school.
- To assist the Head teacher in the management and development of all resources including site, staff, finance and stock.
- To evaluate and monitor staff performance.
- Responsible for the Post 16 budget.
- To maintain an up-to-date understanding of 16-19 funding to ensure that the Sixth Form is viable.
- To maintain an up-to-date understanding of the 16-19 Bursary criteria to ensure that vulnerable students are well supported by this fund for maximum impact on their learning and progress (including ensuring compliance and good financial record keeping of all funds spent).

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.
- To lead and deliver events and activities on the Sixth Form calendar.
- To work with the Local Governing Body attending meetings as appropriate.
- To 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 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.
- To act as a Deputy Designated Safeguarding Lead, with particular focus on safeguarding young people within KS5.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its 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

Minerva Learning Trust Person Specification

Post title: Assistant Headteacher – Director of Sixth Form (KS5) Learning & Progress for all

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Graduate with Qualified Teacher Status	AF
Evidence of leadership preparation through Continuous Professional Development	AF/I
Designated Safeguarding Lead Qualification (or willingness to obtain)	AF/I
KNOWLEDGE AND EXPERIENCE	
Experience of secondary school(s) including KS5	AF
Experience of having secured on-going student progress through own research-informed and reflective teaching practice and pedological knowledge	AF/I
Leadership and management experience in a school – including leading on, and securing, strong outcomes and whole school developments	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	AF/I/R
Understanding of school finances	AF
PROFESSIONAL DEVELOPMENT	
A commitment to continuing professional development (both engaging in and leading)	AF/AA/I
SKILLS	
Effective communication and interpersonal skills	AF/AA/I
Well organised with the ability to juggle multiple commitments and meet deadlines	AF/AA/I/R
Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example. 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 provide a rich and varied curriculum 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/R
A commitment to safeguarding students.	AF/I/R
Suitability to work with children.	AF/I/R
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

   You must complete the standard Minerva Learning Trust job 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

   If you are currently working, or have worked before, your first reference must be your present or most recent employer.

   - Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
   - Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
   - If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
   - If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
   - Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

   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. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA (rfarthing@highstorrs-mlt.co.uk)

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

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-mlt.co.uk by the closing date.