



Shaw  
Education  
Trust



# Careers

at Shaw Education Trust



<b>Job Title:</b>	<b>Assistant Headteacher – Head of College</b>
<b>Grade:</b>	<b>Leadership</b>
<b>Salary:</b>	<b>Competitive</b>
<b>Conditions of Service:</b>	<b>STPCD</b>
<b>Responsible to:</b>	<b>Headteacher</b>

## Job Purpose

The core purpose of the Head of College is to provide visible, strong, professional, leadership to staff and students within the designated College. The Head of College ensures the education and nurturing of the 'whole child' with a focus on pastoral care and personal development, being responsible for all the students within the College. As an Assistant Headteacher, the Head of College also maintains an individual whole school leadership focus.

The role involves: uniting staff, providing vision and commitment to the highest standards for all learners; guiding, inspiring and holding colleagues to account for securing consistently high standards of pastoral care; making effective use of resources to target and secure the very best for all students; maintaining a clear overview of outcomes for pupils in the College and removing barriers to achievement. Ensuring vulnerable students are appropriately cared for, including additional provision and reasonable adjustments as appropriate; liaising closely with the SENCo to ensure students with SEND within the College are appropriately cared for.

The Head of College role is a key senior role in the structure of the School and will shape and develop the ethos and identity of the specific College, within the wider school.

## Key Responsibilities

### **SECURING HIGH STANDARDS IN QUALITY OF EDUCATION IN THE COLLEGE**

#### **To achieve this, the Head of College will:**

- Provide a strong role model for colleagues, presenting as a visible leader of the designated College, modelling the School values in their behaviour.
- Develop and maintain high expectations of students and staff.
- self-evaluate the performance of the College, celebrate strong performance and lead the implementation of 'sprints' to address any areas in need of development.
- Evaluate data (achievement, attainment and pastoral), act upon the findings and provide information for other members of the leadership team, the Trust and other agencies (as appropriate);
- Support the professional development of staff within the College.
- Ensure that a positive learning environment exists in all areas of the College, that all areas within the College are tidy, well-organised and with thoughtful and inspiring displays, and that behaviour is managed positively and effectively in subject and tutor groups.
- Ensure that educational enhancement and enrichment is in place where appropriate and necessary (e.g. booster classes, trips/visits);
- Ensure that the learning environment in all areas of the College is conducive to effective learning and safe working practices.
- Celebrate learning, fostering positive relationships with parents and carers and securing their involvement in their child's progress.
- Manage the effective deployment of all resources, ensuring value for money.

## **SECURING HIGH STANDARDS OF PASTORAL CARE**

### **The Head of College will:**

- Lead and manage the work of the Director of Standards for the College ensuring that
- All students in the College make good progress, are cared for and are supported to become excellent citizens.
- Hold the Director of Standards to account for the positive impact of their work, challenging and supporting as appropriate and providing CPD as required.
- Ensure that there is a clear College focus on achieving high standards of attendance, punctuality and behaviour and where necessary, ensure appropriate action is taken to secure these standards.
- Ensure that any issues of bullying are effectively tackled and that the anti-bullying approach is effectively embedded.
- Work closely with the designated Youth Worker for the College to ensure a 'team around the child' approach when tackling attitudes to learning and behaviour issues.
- liaise with the safeguarding team and attendance team as appropriate, ensuring all children are safe and potential issues are reported swiftly.
- ensure that the support of any external agencies is secured as required to cater for students' needs.
- ensure that good communication with students and their parents and carers is maintained so that they understand the rationale for any interventions, what is to be done and the impact of these.
- ensure that rewards are appropriately used to recognise positive behaviour, attendance and improvements in these areas.
- ensure that the personal development curriculum is delivered effectively in tutor time.

## **PERFORMANCE MANAGEMENT AND THE USE OF AGILE APPRAISAL**

- To ensure the most effective leadership and management of staff, the Head of College will:
- be responsible for undertaking 'Do Your Job' discussions for the Director of Standards for the College as part of the agile appraisal process;
- take responsibility for the totality of performance by all (designated) team members, including Form Tutors;
- Ensure the 'Do your Job' process is completed effectively across the College, celebrating strong performance and providing feedback to support and challenge areas for development.
- reflect Trust, school and individual needs and aspirations.
- foster an open and transparent culture;
- manage conflict and foster engagement effectively.

## **OTHER GENERAL RESPONSIBILITIES**

- Support the school ethos and implementation of policies.
- Be high profile around the College, visit tutor time and lessons as required to monitor students and to support staff as required.
- Contribute to the development of whole school policy.
- Liaise with external agencies where appropriate.
- Represent the College views, concerns, and interests.
- Chair College meetings as appropriate and lead College assemblies to ensure a positive ethos is developed and embedded.
- Liaise with parents and carers.
- Work collaboratively with other Senior Leaders and with the Academy Council
- Ensure safeguarding procedures are followed by all College staff, including referral to the

Safeguarding Team as appropriate.

- Provide training and support for Form Tutors to ensure they are highly effective in their role.
- Demonstrate and role model constructive leadership behaviours.
- Promote, contribute to, and lead any staff INSET or induction as may be required.
- Support and encourage staff at all levels and have concern for their welfare.
- Organise, attend, and assist with major school events as required.
- Undertake any other duties which fall within the postholder's capabilities, and which may reasonably be required.

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

**Safeguarding**

- Take overall responsibility for promoting the safety and welfare of all pupils.
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to including Prevention

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications/Training

- Qualified Teacher Status
- First/Second Class Degree
- Able to demonstrate continued development of own expertise (through CPD) and willing to continue to develop through the school and the SET Institute of Education Evidence of regular and appropriate professional development towards a leadership role.
- Evidence of recent management development

### Experience / Knowledge / Skills

- Evidence of consistently good or outstanding teaching and learning across Key Stages (3,4)
- The ability to use ICT effectively to engage pupils and use new and emerging technologies to support teaching and learning.
- The ability to use assessment to inform planning for good teaching and learning.
- The ability to differentiate materials to meet the needs of all learners particularly those who may require alternative methods of teaching and support (e.g. SEN or high attainment)
- Experience of curriculum innovation
- Experience of raising standards of achievement for all pupils
- Strategies for raising achievement and achieving excellence.
- Experience of designing, implementing, and evaluating successful interventions, following the effective use of data to track and monitor the progress of individual students and groups of students (including vulnerable groups)
- Effective and consistent models of behaviour management
- A commitment to and strategies for ensuring inclusion and access to the curriculum.
- Monitoring and evaluating performance.
- Having the tools and experience of data collection and analysis

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
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**Motivate and inspire**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>

**Reflection**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>

**Secure accountability by giving tools to succeed by...**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**SW 24.06.2024**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***