

Liskeard School & Community College

achieving **more** together



Assistant Headteacher Candidate Information

#TeamLiskeard



Luxstowe, Liskeard, Cornwall, PL14 3EA
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Headteacher: Mr D Wendon

September 2024

Dear Candidate

My vision for Liskeard School and Community College is for academic excellence and inclusivity, which values everyone's part in the school community and truly believes in achieving more together. This position offers a chance for an exceptional candidate to become a key senior leader at the school. You will contribute to shaping the future of a school, making measurable strides towards the next level of success and high aspirations for students and staff. You will take on the responsibility for leading the Sixth Form in academic and pastoral excellence.

I am looking forward to welcoming you to a well-established and successful school and Trust environment which is distinctively collaborative and supportive. You will have the ambition, tenacity and creativity to lead with integrity and impact. You will have the track record, vision and determination to inspire others, and to work with young people to improve their life chances through excellent learning, progress and opportunity.

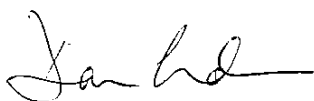
The role of Assistant Headteacher responsible for leading a sixth form would suit candidates who have significant conceptual and strategic capacity, can evidence successful middle or senior leadership roles, the ability to motivate students to be the best they can be, and to build and lead effective teams through CPD and collaborative working.

If you would like to visit the school or discuss the role prior to making an application, please contact the Headteacher's PA, Rosemary Macdonald, via email: rmacdonald@liskeard.net or call 01579-342344 Ext 103.

Interviews are scheduled for the week commencing 14th October 2024.

I look forward to receiving your application.

Yours faithfully,



Dan Wendon - Headteacher

About Our School

Liskeard School and Community College (LSCC) is a co-educational 11-18 school of over 1100 students and includes a thriving and highly effective sixth form and an Area Resource Base. The school is a member of SMART (South East Cornwall Multi Academy Regional Trust) Schools Trust.

The school provides a warm, supportive and highly structured learning environment and we have exceptionally high standards of engagement, behaviour and achievement. We believe in academic excellence with inclusivity for all and are truly committed to providing an excellent education so we can all live successful and responsible lives.

The school's KS5 exam results have been consistently in the top quartile nationally and we achieved record breaking GCSE results for the school this year. We are delighted to have achieved positive Progress 8 GCSE scores this year for the first time since this measure's introduction. We are exceptionally proud of our students who now achieve above national average results compared to their peers around the country. We are determined to build on this achievement and aspire to the next level of world class teaching, curriculum and wider opportunities for students.

The school provides a large range of extracurricular activities for students to enjoy and actively encourages the positive development of wider skills and abilities.

Our aspiration for all our students is encapsulated in our motto which is 'Achieving More Together'. This is applied in terms of the team of staff, the teamwork encouraged with students, our central role in the wider Trust team and our positive role in the wider community.



Our SMART Shared Values

Thank you for your interest in the post of Assistant Headteacher at Liskeard School and Community College (LSCC).

Liskeard really is a remarkable school community with truly outstanding staff, who work well together as a supportive team. Their dedication, hard work and expertise has resulted in year on year improvements, maintaining the school in the top performing quartile in the UK at KS5 and leading to a growing reputation for excellence in the local community at KS3 and KS4.

The mutual respect between staff and students helps to drive the school forward and not only contributes to the calm and caring environment, but also gives rise to some of the most amazing Trust student leaders with whom I have had the pleasure to work. They are used to their voice being heard and their individuality celebrated.

If you are a successful candidate, you will become a member of our SLT Trust Wider Leadership Team, working collaboratively to develop and refine our shared vision to EQUIP all children with the skills, knowledge and confidence to be outstanding individuals by Expecting the very best of all staff and students; Questioning deeply; Understanding our goals; Inspiring lifelong learning and Praising positive achievement in all its forms. Within this framework, you will have the autonomy to engage the hearts and minds of the community through your own vision and passion for education and further enhance the outstanding ethos of LSCC.

We are committed to ensuring that all staff in SMART have the opportunity to develop their skills, expertise and leadership and I wish you the best of luck in taking this next step in your own professional journey.



Dan Buckley
CEO



Assistant Headteacher (Head of Sixth Form) Person Specification

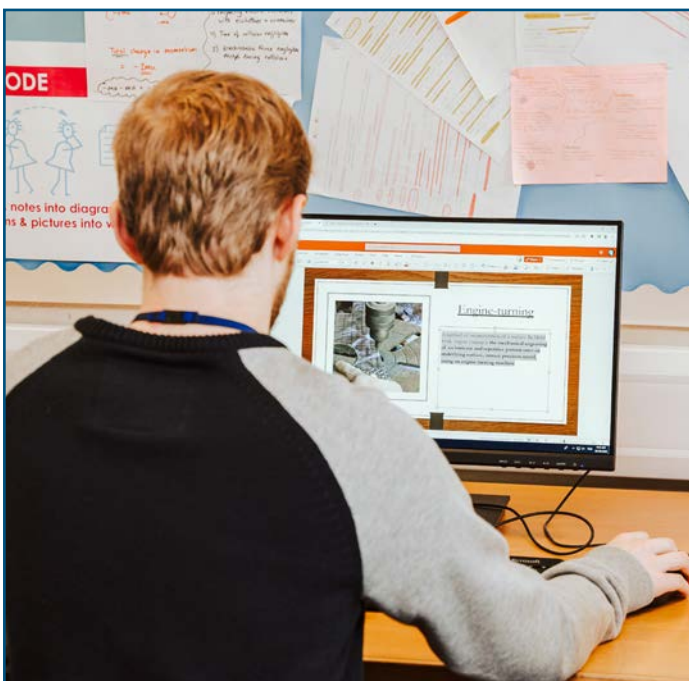
SMART Schools' Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

	Essential	Desirable	How identified
Qualifications	Good honours degree	Post-graduate qualification	A
	Qualified Teacher Status	Evidence of wider, recent relevant professional development related to whole school leadership	A
Experience	Successful experience in a middle or senior leadership role leading significant and sustainable improvements in Teaching and Learning/Curriculum/Pastoral/Behaviour and Culture/Sixth Form; or	Whole school responsibility or work with other schools/organisations leading Teaching and Learning/Curriculum/Pastoral/Sixth Form	A, R, I
	Successful experience in a middle or senior leadership role leading significant and sustainable improvements in curriculum design, development and implementation and/or assessment	Timetabling and organising staffing Undertaken assessment training	A, R, I
	Be an outstanding teacher with a track record of excellent exam results and student outcomes	Leading the development of other teachers, promoting or implementing CPD	A, R, I
	Work in an inclusive setting, demonstrate a commitment to comprehensive education		A
	Work with a range of stakeholders		A, I
Knowledge	Comprehensive knowledge of evidence informed teaching, and an understanding of how students learn		A, R, I, T
	Understanding of strategies for inclusion, raising achievement and achieving excellence		A, R, I, T
	Able to build strong professional relationships		R, I
	Understanding deep and durable learning		I

	Essential	Desirable	How identified
Skills/Attributes	Have the academic and professional confidence to aim for excellence for students irrespective of background, overcoming barriers to success		A, R, I, T
	Think strategically, build and communicate a coherent vision		A, R, I, T
	Inspire, challenge, motivate, support and empower others to carry forward the vision	Experience of peer coaching	R, I, T
	Passionate about success and achievement for all students		
	Excellent written and verbal communication skills, including the confidence to present and share ideas to a range of audiences		A, I, T
	Ability to maintain a high work rate and to manage a complex and demanding range of tasks and competing priorities		R, T
	Effective data analysis and strategic planning to bring about improvements		A, R, T
	Ability to challenge under-performance and meaningfully recognise and praise the development of excellence		R
	Delegate management tasks and monitor their implementation. Meet deadlines		R, I, T
	Think creatively to anticipate and solve problems, prioritise, plan and organise self and others		R, I, T
	Listen to the views of others, show empathy, and build a culture of collaboration		A, R
	Role model and contribute to a positive and professional culture		R, I

	Essential	Desirable	How identified
Committed to	A culture of safeguarding and child-centred decision-making	Certified Safeguarding training	R, I
	A school vision of excellence and inclusivity		R, I
	Evidence-based research, evaluating practice and embedding continuous improvement		I
	Collaborating with others to strengthen the school's capacity		A, I
	Effective teamwork within the school and across the MAT		A, R, I
	Involving parents and students in supporting learning and realising the school's vision		A, R, I, T
	Supporting the full life of the school		R, I
Personal Qualities	High levels of motivation and energy; ambitious and positive		R, I
	Calm under pressure		R, I
	Flexible and collaborative		R, I
	Passionate about learning, achievement and excellence for all		A, R, I
	Integrity, honesty and commitment		R, I
	Learner focused, caring and compassionate		A, R, I
	Inspire confidence through personal impact and presence		R, I

A: Application R: References I: Interview T: Task



Job Description

Post: Assistant Headteacher (Head of Sixth Form)

Responsible to: Headteacher

Salary: Negotiated salary within L13 – L17 dependent on experience

Start Date: 1st January 2025 depending on current contract

The core purpose of this role:

- As a teacher: Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.
- As a school leader: Assistant Headteachers are core members of the senior leadership team and as such set the standards for how the school is perceived and operates. They role model the professional expectations of middle leaders and all other staff across the institution in terms of their honesty, integrity, reliability and humility. They are committed to developing and coaching all staff they work with so they can get the best out of each other and all teams.
- Assistant Headteachers should carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document (STPCD) including the conditions of employment for assistant headteachers. Most notably, point 48.1. A person appointed as a deputy or assistant headteacher in a school, in addition to carrying out the professional duties of a teacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:
 - a. formulating the aims and objectives of the school
 - b. establishing the policies through which they are to be achieved
 - c. managing staff and resources to that end
 - d. monitoring progress towards their achievement and undertake any professional duties of the headteacher reasonably delegated by the headteacher.

Grade of this Post:

- This is a standard AH job description covering the minimum expectations of all those in an AH post at L1 through to those in larger schools in which they may be as high as L17. Please refer to the 'SMART Pay Policy (Teachers)' for more information regarding how such ranges are set.
- This role is distinctly at a higher level of competence than that of UPS and is of higher responsibility than any TLR range. As such an AH will be required to provide guidance and line management to staff who are significant post holders in school such as Heads of Department, Heads of Key Stage, SENDCOs, Subject co-ordinators and those on UPS. In terms of the SMART leadership ladder, therefore, the expectation for this role is best defined by level 6.
- Those in the range L9 to L17 may be asked to line manage those in the range L1 to L8. The term 'Senior AH' may be used for any Assistant Head who is asked to line manage

an AH whose scale is below theirs.

- Specific responsibilities for each AH are set out in the final section of this job description and the scale of duties set out in this section together with the size of school and leadership team will reflect the seniority of the post.

Relationships:

- As with all post holders you are responsible to the CEO.
- You are responsible to the Headteacher in relation to your role within the school within which you are working. These responsibilities may be further delegated to one or more line managers in the school.
- You will be asked to line manage posts up to and including one grade below your pay scale. In exceptional circumstances the STPCD allows for line management of those whose scale overlaps yours. This is likely to occur in a MAT containing schools of different size. A Head in a small school may be on a lower scale than an AH in a large school but in such cases seniority of role rather than pay scale takes precedence.

General teaching role:

- A key role of an AH is expected to be your teaching.
- For this aspect please see the SMART teacher's job description and UPS guidance which apply in full to your role.
- As a role model for learning, teaching is assumed to be never less than good for an AH post as is the case for UPS staff.
- Take responsibility for correctly dealing with or passing on potential child protection issues as appropriate.
- Take responsibility for promoting and safeguarding the welfare of children and young people across the MAT.

Duties and responsibilities

Shaping the future:

- Support the headteacher and governors in establishing an ambitious vision and ethos for the future of the school.
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.
- Lead by example to motivate and work with others as a champion of continuous improvement.
- In partnership with the headteacher, lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

Leading teaching and learning:

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Work with the headteacher to raise standards through staff performance management.

- Assist with the development and delivery of training and support for staff in the areas of teaching and learning.
- Lead the development and delivery of training and support for staff.
- Lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils.
- As part of the senior leadership team, manage the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented.
- Contribute to the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality.
- Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the school.
- Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
- Ensure through leading by example the active involvement of pupils and staff in their own learning.

Developing self and others:

- Support the development of collaborative approaches to learning within the school and beyond.
- Support the induction of staff new to the school and those being trained within the school as appropriate.
- Support the induction of NQTs, support students on teaching practice and those undertaking work experience, as appropriate.
- Participate in the selection and appointment of teaching and support staff as appropriate.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Take responsibility and accountability for identified areas of leadership as set out in the 'specific responsibilities' section.
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate in order to get the best out of each other and each team.
- Ensure the quality of the appraisal process for all identified support and teaching staff for whom you are the appraiser.
- Ensure your own conduct and those you manage are in line with the Nolan Principles for public office and align to the vision and values of the MAT and your particular school within the MAT including:
 - **E**xpecting the best – insisting on high standards of behaviour, professionalism and consistency.
 - **Q**uestioning deeply – understanding why and how every policy and practice operates.
 - **U**nderstanding our goals – driving forward the improvement priorities, reflecting on impact.
 - **I**nspire learning – encouraging and modelling professional learning and curiosity

- Praise the positive – protecting the ethos and modelling how to establish and grow strong teams.

Managing the organisation:

- Recognise the MAT as the parent organisation and ensure the school works within this context.
- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met.
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication and cross MAT communication.
- As appropriate and under the leadership of the headteacher, undertake activities related to professional, personnel/HR issues.
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school within the context of the wider MAT.
- Be a proactive and effective member of the senior leadership team and the wider MAT senior teams.
- Contribute to the day-to-day effective organisation and running of the school.
- Ensure that there is visible and effective presence of the senior team in support of staff who are on duty in the supervision of children outside of lessons.
- To undertake any professional duties delegated by the Headteacher with appropriate support.

Securing accountability:

- Support the staff, LGC and Trust Board in fulfilling their responsibilities with regard to the school's performance.
- Contribute to the reporting of the school's performance to the school's community and partners.
- Promote and protect the health and safety welfare of pupils and staff.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Strengthening community:

- As part of the senior leadership team, work to develop the policies and practice, which promote inclusion, equality and the extended services that the school and MAT offers.
- Develop and maintain contact with all specialist support services as appropriate.
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties.
- Strengthen partnership and community working.
- Promote positive relationships and work with colleagues in other schools and external agencies.
- Share with the rest of the leadership team, the attendance and presence at all key community and school events such that all are covered.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. If any changes are proposed, then you will be consulted and once these changes are agreed you will be asked to sign the new version.

This standardised form of job description is subject to annual review. The following sections relate to your specific AH role.

Specific responsibilities and your area of specialism

In order to make the organisation more efficient and clarify the main point of contact by staff, each member of the senior team will be given particular responsibilities. These particular responsibilities can change at any time in order for the senior team to be agile in its response to changing priorities, staff absence and improved working practices. Such changes will always occur after negotiation with all members of the team. If you are asked to perform particular duties you are not familiar with then it would be usual for induction and/or training to be provided.

For the sake of clarity, each AH will be given a title that best summarises their key responsibilities. These specific responsibilities will be negotiated with the successful candidate.

- a. Staff appraised by this post holder – All AH post holders engage in the appraisal process as appraisers.
- b. Middle leaders line managed by this post holder – All line manage at least one middle leader.
- c. Responsibility for whole school policies and processes – All are accountable for some whole school policies.
- d. Specific expertise – All are expected to be professionally up to date and read around their specialist area.

Title of this specific AH role:	Assistant Headteacher (Head of Sixth Form)
School:	Liskeard School and Community College
Postholder:	
From:	January 2025
Notes:	Line manager: Headteacher

Staff appraised by you:

- You are responsible for acting as the appraiser for the staff listed below.
- You will follow the current appraisal policy and take responsibility for ensuring that each appraisee has at least half termly opportunities throughout the year to
 - continuously professionally develop under your guidance and coaching (getting the best out of each other and each team) including one or more of the following:
 - Being specifically praised for their achievements in a form that can be retained in their annual report.
 - Being informed and challenged regarding points of development at least twice in the year.
 - Being formally observed within a lesson at least once in the year (teachers and TAs)

only).

- Provide structured informal support if any aspect of their practice falls below the minimum expected.
- You are responsible for informing the Headteacher if any informal support cycle you have use with one of your appraisees fails to address your concerns.

1	Will be negotiated following interview
2	
3	
4	
5	
6	
The exceptional circumstance which leads you to be the appraiser for more than 6 staff is as follows:	
(7)	
(8)	

Middle leaders line managed by you:

- You will take responsibility for ensuring that line managers allocated are monitored, developed, coached and supported through fortnightly meetings focussed on actions which are completed in a timely manner.
- You will take responsibility for driving continuous improvement in the role of middle leaders particularly:
 - ML using coaching to get the best out of each of member of their team.
 - ML correctly following standard agreed procedures that pertain to their role.
 - ML correctly implementing and monitoring school policies which impact on their role.
 - ML ensuring compliance through regular and effective monitoring systems.
- You ensure those you line manage are up to date with relevant changes in government policy and guidance that relate to their role, their team or department.
- You understand the priorities of those you line manage and ensure that the top three priorities for development in the year are kept on track and developing correctly. Considering source evidence to triangulate and make your assessments rather than rely on the statements of the manager.

1	Will be negotiated following interview
2	
3	
4	
5	
6	
(7)	
(8)	

Areas of sole responsibility for compliance and policy development whole school:

- Ownership of the whole school policy relating to the specific areas allocated.
- To conduct regular reviews and triangulate data to ensure that policies are being

applied as described with consistency and attention to detail.

- Responsibility for ensuring standard operating procedures (StOPs) pertaining to your areas of responsibility are followed by monitoring and checking for compliance as and when required.
- Updating policies where they do not reflect practice and negotiating these changes with the senior team and governors.
- Developing an action plan for implementation, monitoring and review of each new policy or significant update of policy in the area of your responsibility.
- Responsibility for a specified area and specified outcomes in the annual school development plan or SDP.

1	Will be negotiated following interview
2	
3	
4	

Area of specific professional expertise to be continuously reviewed and developed:

- Provide trusted expertise and up to date information for the agreed areas.
- Be responsible for a substantive development in the school development plan designed to improve provision in this area. To construct the action plan, garner support and ensure outcomes are impact assessed.

1	Will be negotiated following interview
2	

Agreed by...

Line manager (please sign) _____ Date: _____

Postholder: _____ Date: _____

- i National Teacher Standards - <https://www.gov.uk/government/publications/teachers-standards>
- ii See SMART leadership ladders level 6.
- iii See Standard Operating Procedures for Middle Leaders StOPs.
- iv See Standard Operating Procedures relevant to each policy and process



How To Apply

A fully completed application form and letter of application should be sent to hr@liskeard.net by **9.00am on 9th October 2024**.

Interviews are planned for week commencing 14th October 2024.

We would welcome school visits to the school from prospective candidates.

Please contact Rosemary Macdonald, PA to the Headteacher, on 01579 342344 ext. 103 or by email: macdonald@liskeard.net.

For more information regarding SMART Schools' Trust, please visit our website at www.smart-trust.net.

