

**Assistant Headteacher
(Inclusion)**

L10 – 14

Application Pack for Candidates

March 2023



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Dear Colleague

On behalf of our Trust and Belvidere School Local Governing Body, we would like to introduce you to the post of Assistant Headteacher (Inclusion) at Belvidere School. This vacancy has arisen through the promotion of the current postholder. The pay range for this post is set at L10-L14 but could be negotiable depending on experience.

Belvidere School is quite new to our Trust. It was one of three secondaries in Central Shropshire Academy Trust (CSAT), which merged with TrustEd Schools' Partnership on 1st May 2022 to become the Trusted CSAT Alliance. The new postholder will join the school as we prepare to move into a brand-new building in the summer of 2024.

Belvidere School is currently Ofsted graded as Outstanding, although this is now a historic and out of date judgement from ten years ago. We anticipate an Ofsted inspection within the next year and are currently self-evaluating at lower than this. The school is working productively and collaboratively with us as a Trust to improve this position.

We are interested in appointing an Assistant Headteacher, to hold a portfolio of responsibilities within the areas of Behaviour, Safeguarding and Student Welfare. The successful post holder will join an SLT team of:

- 1 Head
- 1 Senior Deputy
- 2 Deputy Heads
- 3 Assistant Heads
- 1 Senior teacher

The new Assistant Head will find themselves working in a supportive and effective Trust made up of five secondary schools and four primaries. All the schools in our Trust are local to each other. We have two Ofsted inspectors in our Trust who provide 'hands-on' support in our schools. As a local Trust, our ethos is one of collaboration and teamwork, with cross-phase working being a particular strength.

Thank you once again for your interest in our school.

Yours sincerely



Sarah Godden
CEO
TrustEd CSAT Alliance



Paul Farr
Head of School
Belvidere School

About Our School

Belvidere School is an 11-16 mixed comprehensive academy, with around 830 students on roll, in the County Town of Shrewsbury. We have a truly comprehensive intake, drawn mostly from the surrounding area – most of our students walk to school. The vast majority of them progress to further education at the local college.

Numbers of students with EHCPs and children who are looked after are both well above average, and the school's pupil premium numbers are above average for the county. We are proud of our comprehensive student profile, and welcome applications from candidates who are motivated by the challenge of leading the pastoral provision in our school.

Belvidere is part of the TrustEd CSAT Alliance, a Shropshire multi-academy trust, which is a family of Shropshire schools, consisting of 5 secondaries and 4 primaries. We are a professional and friendly trust committed to raising pupils' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

Belvidere has a strong track record of academic success, including a positive Progress 8 score in 2022. Our most recent Ofsted report was in 2013 and judged the school as Outstanding under the framework at that time. We no longer self-evaluate as Outstanding and we are therefore looking for a candidate who can help lead the school on its self-improvement journey. We recognise that although the vast majority of our students are enthusiastic about their school and their studies, some improvements to provision are needed.



Our Facilities

Our buildings were constructed in the 1960s and have been added to over the years, particularly around the turn of the century following a significant period of growth. The main building has been well maintained but shows its age! The site is very overcrowded and lacks a large recreational space, making supervision at breaks and lunchtimes complicated.

We are therefore really excited that construction has just begun on our brand-new school building, into which we expect to move during the summer of 2024. The school site currently straddles an unadopted road which is a public right of way, and once the new build opens our building will be on the same side of the lane as our sports hall and our extensive playing fields.



The successful candidate will work with Paul Farr, Head of School and the Senior Leadership Team. They will be supported by a hardworking and committed staff, as well as benefitting from collaborating with leaders in our other trust schools and our central trust team.

For more information on our school, please visit our website at www.belvidere.shropshire.sch.uk

To arrange a visit, please contact Karol Bywater, Business and Operations Manager, via recruitment@belvidere.shropshire.sch.uk



Introducing Our Trust

Our Trust is comprised of a family of nine schools. We were previously called TrustEd Schools' Partnership but have recently changed our name to TrustEd CSAT Alliance, following a merger with the Central Shropshire Academy Trust (CSAT). We all share the same ethos and values. We have four schools around the market town of Bridgnorth, two schools around the market town of Church Stretton and 3 schools around the market town of Shrewsbury.

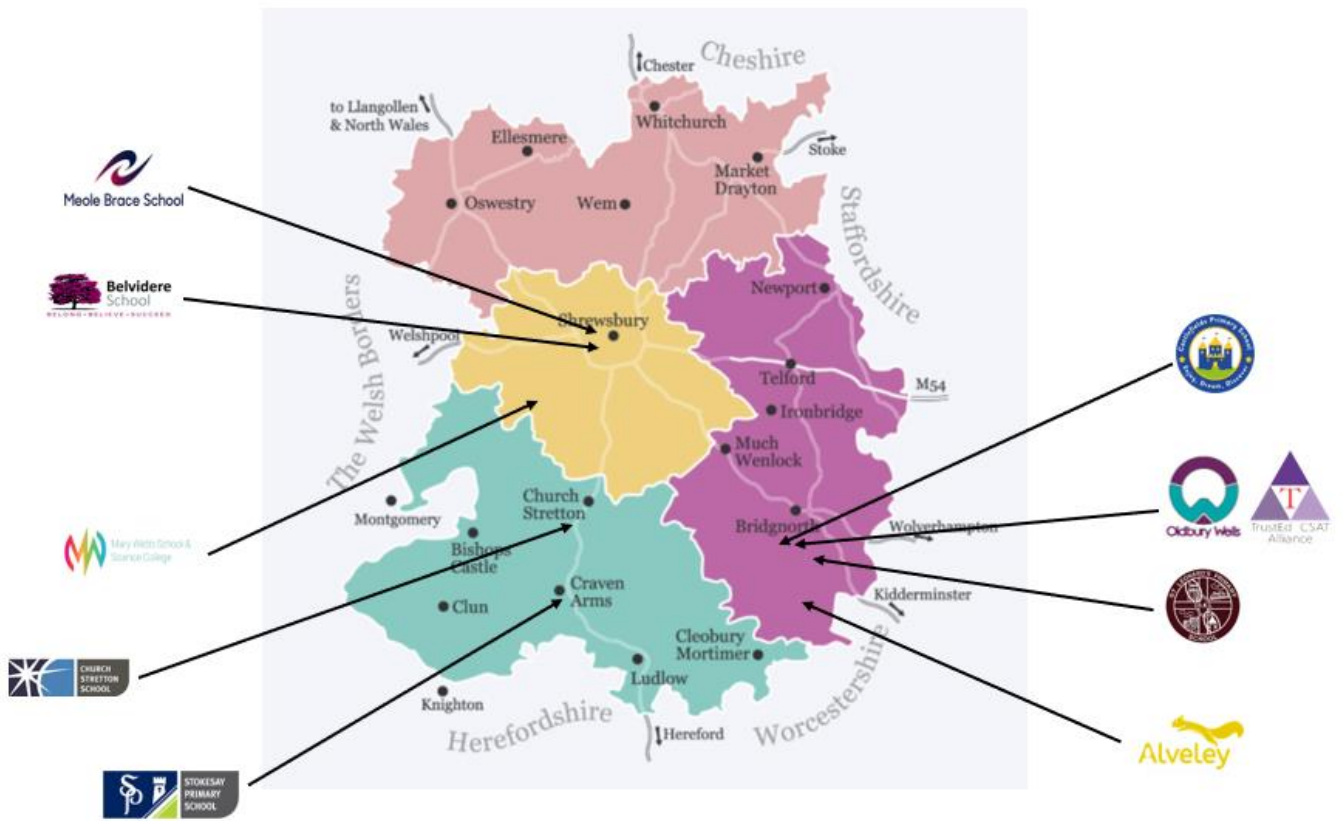
Oldbury Wells School in Bridgnorth was the founding school in our Trust. **Alveley Primary School** joined the Trust as a sponsored school in 2016. Since this time the school has gone from strength to strength, and it secured one of the very first Ofsted 'good' judgments under the new framework. **St Leonards CE Primary School** joined us in 2016 at which point the Trust changed its status and we became 'mixed MAT.' This means we can have both secular and Church of England schools in our family and our MAT now has a Church of England Articles of Association. We are proud of this inclusivity, and we cherish this variety. **Castlefields Primary School** also joined the family of schools in 2016. **Church Stretton Secondary School** joined us in 2019 and are in the market town of Church Stretton. **Stokesay Primary School** also joined our Trust in 2019 and is situated in Craven Arms. In May 2022, CSAT merged with our Trust (formally known as Trusted Schools' Partnership), joining 3 secondary schools to our Trust: **Meole Brace Secondary School**, **Belvidere Secondary School**, and **Mary Webb Secondary School**.

Our Governance has two tiers. The Trust Board (and its committees) has the overarching responsibility for governance of the Trust and each school. Each school also has delegated powers to their Local Governing Body. Our Headteachers report to three groups: the Executive Team (led by the CEO), our Trust Board (Chair is Chris Mathews) and their own Local Governing Body.

Our school leaders are supported by a central service for education and governance. Sarah Godden, supported by Liz Thomas who is our Trust's Clerk, leads this joint work. We employ a School Improvement Advisor, and two of our Team are Ofsted inspectors, which is most helpful. We work in a consistent way on several key education processes, such as Ofsted preparation and improvement planning. Each headteacher retains leadership and responsibility for education in their schools, but these processes are supported by the Trust. As a result of this approach each school continues to develop and improve but each school retains their uniqueness.

As a medium sized Trust in a close geographical area, our school leaders frequently work together on joint projects and support each other. Our CEO and Deputy CEO are regular visitors to schools and governors' meetings, and take a keen interest in all aspects of our schools. As well as working with Headteachers, we enjoy strong working relationships with senior leaders in all nine schools, often working together in Trust groups. There is a strong deputies' network.

For more information see: www.trustedcsat.co.uk



Person Specification – Assistant Headteacher (Inclusion)

Requirements	Form of Assessment	
	Essential	Desired
Qualifications and Experience		
1. Qualified teacher status with a graduate level qualification (essential)	✓	
2. Substantial and successful teaching and leadership experience, to middle leadership level, in the secondary setting	✓	
3. Management experience in more than one school		✓
4. A recent proven track record of leading improvement and raising standards in an area	✓	
5. Proven commitment to professional development	✓	
6. Proven track record of leadership within inclusion		✓
7. Successful leadership experience specifically in pastoral areas	✓	
8. Experience as SENDCo and/or DSL or pastoral leader (eg Head of Year)		✓
Qualities, Skills, and Knowledge		
9. Have the best interests of pupils and the highest ambitions for all pupils, as the guiding principles of personal practice	✓	
10. Have personal leadership qualities that inspire the work and trust of others	✓	
11. Consistently demonstrate integrity, determination, positivity, fairness / equality and strength / resilience in professional practice.	✓	
12. Demonstrate the ability to clearly communicate the strategic vision; motivate and inspire the school community.	✓	
13. Have a proven track record of running an effective team and securing the support of other key professionals / staff.	✓	
14. Demonstrate the ability to work with other senior leaders collaboratively and to be 'Trust minded' and well as 'school minded.'	✓	
15. Can sustain and develop pupils' high standards of behaviour and can also consistently promote pupils' welfare. Demonstrate this in current work.	✓	

16. Capacity to respond effectively and efficient to short- and medium-term challenges, able to think decisively and strategically.	✓	
17. Up to date knowledge of pastoral, safety and inclusion matters and ability to apply this for 'in the moment' problem solving, and longer term practices.	✓	
18. Ability to find ways to enable everyone – parents, pupils, staff and the wider community – to feel a valued part of our school.	✓	
19. Excellent communicator with demonstrable experience of communicating effectively to different audiences across different channels.		✓
20. Knowledge of what an engaging, rigorous, broad and rich curriculum is and how to develop one across a school.		✓
21. Ability to demonstrate a commitment to the development of the whole child through experience of work in personal development, welfare, SMSC etc.	✓	
22. Understanding of the challenges that some pupil's face, and the complex needs that some pupils have.	✓	
Trust and Governance		
23. Experience of working in partnership with Governors or a Trust, providing information and advice (desirable).		✓
24. Willingness and ability to contribute to the development of the Trust and other Trust schools / colleagues.	✓	

Assistant Headteacher (Inclusion)

Job Description

Pay Range: L10-L14 (negotiable with experience)

Reporting to: Head or assigned Deputy

Working closely with: all of the welfare, behaviour, attendance and inclusion team (eg Deputy, Safeguarding team, Heads of Year, SENCO, Well-being lead, Attendance Officer)

Responsible for: Pastoral care and inclusion, assigned pastoral staff teams (e.g. Heads of year).

Liaising with: Senior Leadership Team, Heads of Department, SENCO, Trust, parents, external agencies, and relevant support staff.

Start Date: September 2023, or sooner if possible

Overview

The Assistant Headteacher (Inclusion) will work closely with the Headteacher, Deputy Headteachers and the wider Senior Leadership Team to provide professional leadership and management. The main responsibilities are for the **pastoral care and inclusion** for Years 7-11. The Assistant Headteacher (Inclusion) will lead on the deployment of relevant resources and teams (eg Heads of year), monitoring and evaluation of the portfolio area, and connected aspects of pastoral care and inclusion. In doing so, will contribute to the formation of a high performing secondary school catering for all students with a diverse range of needs.

In addition, the Assistant Headteacher (Inclusion) will work with the Headteacher / Deputies on broader strategic priorities. They will also have an appropriate teaching commitment.

MAIN DUTIES

Pastoral and Inclusion

Under the direction of the Head and / assigned Deputy:

- Deliver on all aspects of pastoral care for the school, to ensure students have the skills, attitudes, opportunities, and support needed to succeed.
- Provide and coordinate leadership and line management for assigned pastoral teams (e.g. Heads of Year), so we can implement an ambitious inclusive approach for all students, and ensure that statutory and school policies are being met;
- Develop pastoral policy and contribute to developing and promoting policies and practices across the school that actively encourage inclusion, a positive attitude to learning and a culture of challenge and support;
- Lead the strategy for, monitor and evaluate any assigned areas within the portfolio of responsibilities;

- Guide and advise the others when developing and implementing our inclusion strategy;
- Ensure that parents/carers and students are well-informed about pastoral care and inclusion and engage with support;
- Work as DSL with the safeguarding team.

Attendance

Under the direction of the Head and / or assigned Deputy, lead portfolio areas such as attendance. These areas are subject to alteration over time.

- Deliver a robust system and procedures to monitor attendance, including persistent absence;
- Lead and implement an attendance strategy that ensures that attendance, punctuality and persistent absence is at least in line with national and local averages and is improving year-on-year.

Leading and Managing the School

Under the direction of, and with the support of the Head and / or assigned Deputy:

- Contribute to developing and implementing the strategic vision and direction of school, based on a detailed understanding and coherence of our school values;
- Contribute to ensuring that management systems, structures and processes are effective and efficient in achieving the school's core aims and objectives;
- Lead the collaborative work of the school to ensure high standards of student behaviour and high standards of safeguarding and work with to ensure high standards of conduct and performance from staff within the portfolio brief;
- Oversee key whole-school strategic aspects of the school e.g. attendance;
- Manage a proportion of the whole-school operational aspects of the school e.g. after school detentions, parents' evenings;
- Line manage as directed (eg Heads of Year, SENCO, Well-being lead and some senior administrative staff).

Securing Accountability

Under the direction of, and with the support of the Head and / or assigned Deputy:

- Work alongside the Head and SLT to support an ethos which promotes effective staff collaboration and responsibility for outcomes, and celebrates success of individuals and teams;
- Lead aspects of self-evaluation related to the portfolio;
- Work with the Headteacher and Governing Body on the formation of policy and strategies which promote high achievement and effective pastoral care, guidance and support.

Developing Self and Working with others

- Work with the Headteacher, leading aspects as required, to provide high quality professional development for staff, and undertake high quality, high impact personal professional development;
- Participate in the school's Appraisal Process:
- Ensure effective support, challenge and evaluation of the work undertaken by assigned teams and individuals, with clear delegation of tasks and devolution of responsibilities;
- Maintain a high standard of teaching and learning in the classroom.

Strengthening Community

- Support the development of a school culture and curriculum which takes account of the richness and diversity of the local, national and international communities;
- Contribute to the positive equality strategies for challenging and dealing with prejudice;
- Promote a collaborative culture through our multi academy trust and other partner organisations to ensure high quality and sustainable experiences for young people and their families;
- Embed an effective partnership with parents and carers to maximise students' achievement and well-being.

Shaping the Future

- Support the Head, Deputies and Trust to ensure that the vision for the school is clearly articulated, shared and understood;
- Remain abreast of new developments and approaches in education and be prepared to challenge orthodoxy;
- Promote creativity, innovation, and the use of appropriate new approaches/technologies to achieve excellence.

The post holder is expected to carry out such other duties as may be reasonably assigned by the Head. The precise duties of this post may vary from time to time without changing the general character of the post or the level of responsibility entailed. The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers' Pay and Conditions Document. This job description will automatically be reviewed annually and may be amended at any time during the year after discussion with the member of staff.



Additional Employment matters:

The post is subject to:

The terms and conditions for teachers as set out in the School Teachers' Pay and Conditions Document; the other terms and conditions set out in the various national collective agreements in force from time to time; the Trust's terms and conditions including any local agreement entered into with the Trusts' forum (including recognised trade unions); the conditions set out in the Job Description and in the letter of appointment.

Salary and Pension:

The salary for this post is to be set on appointment depending on experience. The post is pensionable in accordance with the Teachers' Pension regulations, and relevant contributions will therefore be automatically deducted from the post holder's salary other than where or until such time that the Academy/Trust receives notification that they have elected to opt out of the Scheme. More information can be found online by visiting www.teacherspensions.co.uk

Safer Recruitment

Our Trust is committed to safeguarding and promoting the welfare of children and young people within all Trust schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children in accordance with statutory guidance including 'Keeping Children Safe in Education'. In order to meet this responsibility, this includes a rigorous recruitment & selection process to discourage and screen out unsuitable applicants. Trust Job descriptions and persons specifications make reference to safeguarding and child protection and that all posts are subject to a Disclosure and Barring Service certificate (DBS). All advertisements include our safeguarding statement and commitment. A Disclosure and Barring Service Enhances Certificate (DBS) with Barred List Check will be required for all appointed posts. The Trust will carry out other appropriate pre-employment checks. These include: Qualifications and Status e.g. QTS, Prohibition check, EEA check, Section 128 Directive check and Disqualification under the Childcare Act 2006 check. A Fitness to work declaration will be required following appointment to ensure that a candidate has the health and physical capacity for the job. Further identity checks to determine identity and proof of eligibility to work in the UK. Inclusion on the Trust/school's Single Central Record (SCR).

Interview and appointment

Shortlisted candidates will take part in an in-depth interview and selection process. Candidates called for interview should bring with them a form of identification e.g. driver's licence or passport. Any offer of appointment will be subject to satisfying any arising safeguarding matters at interview and also formal pre-employment checks. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post. A Disclosure and Barring Service Enhances Certificate (DBS) with Barred List Check will be required for all appointed posts. The Trust will carry out other appropriate pre-employment checks. These include: Qualifications and Status e.g. QTS, Prohibition check, EEA check, Section 128 Directive check and Disqualification under the Childcare Act 2006 check. A Fitness to work declaration will be required following appointment to ensure that a candidate has the health and physical capacity for the job. Further identity checks to determine identity and proof of eligibility to work in the UK. Inclusion on the Trust/school's Single Central Record (SCR)

Probation and Mobility

New staff may be subject to the probation procedure for a period of six months. The probation period is to enable the assessment of an employee's suitability for the job for which they have been employed which includes the monitor and review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

Our Trust's Mobility Policy applies to new staff which specifies how and when staff may be deployed to work in another Trust school. This policy specifies how deployment across schools operates, for promotion, staff development, secondment or redeployment. A copy of this policy is available on request

Equal Opportunities

Our Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from all backgrounds. TrustEd CSAT Alliance takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community. TrustEd CSAT Alliance is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

General Data Protection Regulation

Our Trust is committed to ensuring that all employees privacy is protected. By signing a contract of employment, you will agree for TrustEd CSAT Alliance, and/or agents appointed by the Trust, to process your personal data, including "sensitive personal data" as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/ or administration, as well as, complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to our Trust. A full list of these organisations is available upon request.

Further Information for Applicants

Any canvassing in respect of this selection process will disqualify the applicant.