



**Assistant Headteacher
L12-16**

**ORCHARD SCHOOL BRISTOL
A member of Trust in Learning (Academies)**

**Application Pack – March 2023
Start date – September 2023**

Dear Applicant

Thank you for your interest in our Assistant Headteacher role. We are seeking a full time Assistant Head to join Orchard School from September 2023, leading **Behaviour and Safeguarding**.

Orchard serves a richly diverse community in North Bristol, with a high proportion of disadvantaged children who recognise that you can make a real difference to their lives. We are seeking an Assistant Headteacher who can build relationships with children and staff rapidly, and make impact from day one.

The mission statement of the school, “**inspire today, empower for life**”, lies at the heart of all that the school does. As a school we are building our success on our core values, being Open-minded, Respectful, Creative & curious, Healthy, Ambitious, Responsible and Determined. We place no limits on our aspirations for our students.

This is an exciting time to join our Senior Leadership Team with a balance of experience and newer expertise. Outcomes at the School have been around national average since 2019, and the successful applicant will have the drive, integrity, resilience and capacity for sustained hard work, to lead whole school behaviour and safeguarding, supporting teams to deliver outstanding care within an evidence-informed and sustainable framework.

I warmly encourage you to visit the school prior to making an application if you are able to, to really understand the community of staff and students you would join. Please read our Ofsted report which demonstrates we are a seriously good school, alongside the Staff Prospectus and our website too. As the Chartered College Network for Bristol, and through our growing Trust, we take the professional development of staff very seriously, and we are looking for an Assistant Head who can contribute to staff learning and development in this area.

We particularly welcome applicants who speak one or more community languages, and applicants from currently under-represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. We are committed to taking steps to increase the diversity of our employees and removing any barriers to opportunities and success.

If what we are doing resonates with you, and you are keen to work with us, please do apply. If you have any questions relating to this role, please contact Emma Snell, PA to Headteacher on esnell@orchard.tila.school. I warmly welcome your application.

Julia Hinchliffe, Headteacher

About the role

You will be:

- A senior leader or an experienced middle leader, who can evidence at least two years leading year group/House/whole school behaviour and safeguarding, with positive impact.
- The DSL for Orchard School. You will be trained in safeguarding with experience of multi-agency working, and the ability to make sound, calm decisions. You will be holding our “Whisper” button for the school, and leading our online safety protocols and understanding. You will ensure excellent liaison with police and other services. You will also supervise higher level decision making and support an excellent team of experienced Pastoral Managers who manage significant numbers of day-to-day safeguarding needs across the school.
- The Senior Leader for Behaviour, working with a team of pastoral and year group staff, and inclusion staff to ensure our behaviour management is robust, consistent, timely, equitable and well monitored. You will be able to train staff in managing classroom behaviour and demonstrate expertise in robust behaviour management within an inclusive environment where belonging is valued. This includes leading our Ready to Learn behaviour practice, ensuring the Independent Study Room is effective, leading on the behaviour curriculum and behaviour education/ interventions, sanctions including exclusions, anti-bullying, and arranging Alternative Provision through the Bristol Inclusion and Fair Access Panel alongside school to school managed moves.
- A teacher, able to impact on department/Faculty outcomes through skilled teaching and learning. You inspire, motivate and enthuse students in lessons and staff across your team.
- A very skilled leader: able to think and act innovatively but plan coherently and systematically, and write with impact. You are highly organised, able to monitor and review at pace. You read widely and are linked into CPLD networks.
- Prepared to roll up your sleeves and get involved across the school to help our students live our **ORCHARD values** and deliver the excellent provision our community deserves.
- This role puts you at the heart of the school, highly visible to all students, parents, staff and our community. You will represent Orchard and be absolutely committed to building and sustaining relationships over time.

Job Description

Job Title: Assistant Headteacher

Responsible to: Headteacher

MAIN DUTIES AND RESPONSIBILITIES:

Strategic Planning and Delivery

- Develop strategic and operational plans to promote and sustain continual improvement across your allocated teams, ensuring the highest standards of behaviour and achievement
- Lead the monitoring evaluation and review of curriculum and standards in the allocated teams, celebrating successes, and supporting and challenging leaders to review priorities and implement change where necessary
- Oversee the strategic management of data, assessment and target-setting in your teams, working with Senior Leaders to agree challenging and aspirational targets, and presenting to governors or external bodies as required
- Establish within your designated teams a range of successful and sustainable early intervention programmes to diminish differences for disadvantaged students and other key groups
- Ensure the efficient and effective allocation of resources to improve the quality of education inclusion and achievement; manage delegated budgets effectively
- Ensure your teams are effectively and efficiently timetabled, roomed and resourced, negotiating and promoting changes where necessary

Whole-school improvement

- Maintain an environment to promote and secure effective learning, outstanding teaching, and high standards of achievement, behaviour and attendance
- Promote the culture in House leadership of challenge, support and resilience, alongside competition and ORCHARD values, supporting students to engender self-belief and sense of agency
- Play a leading and highly visible role in the day-to-day management of the school, including leadership of duties and of assemblies
- Contribute to whole-school planning, including leading an area of the School Development Plan, and being accountable for its implementation
- Take an active role in all SLT meetings and briefings
- Develop selected policies and practice to ensure they take account of national, local and school requirements, and apply sound educational practice through evidence-informed research

Leadership of staff

- Ensure all staff understand their roles in overcoming disadvantage and advancing equality, by promoting accountability for learning and outcomes
- Hold staff to account through robust performance management and supportive coaching conversations; lead on strategic actions in managing underperforming staff
- Provide opportunities for colleagues to flourish through the development and training of staff at all levels; support leaders to become the best they can be
- Engage in the process of appointing and inducting new staff
- Lead staff in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.

External partnerships

- Collaborate with other schools, TiLA and the wider community to share expertise and bring mutual benefits.
- Build and maintain effective relationships with parents, carers, partners and the community to enhance the education of young people and the wider community.

Teaching

- Undertake an appropriate programme of teaching in line with Teachers Standards and the highest of school expectations

Assistant Head whole-school responsibilities

These will be allocated depending on the needs of the school, the strengths of the successful candidate and opportunities for all Assistant Head post holders to develop their skills over time in order to prepare them for Deputy Headship. The remit of this role is Behaviour and Safeguarding, but with discussion over time may be adapted as required by the school.

Personal Responsibilities

- To carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety guidance and legislation
- To promote the safeguarding of children
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To participate in appraisal/performance management, and undertake training and professional development as appropriate

Data Protection

- To be aware of the Trust's responsibilities under the Data Protection Act/GDPR for the security, accuracy and relevance of personal data held on school

systems and ensure that all administrative and financial processes comply with this

- To maintain client records and archive systems, in accordance with the Trust's procedures, policy and statutory requirements

Confidentiality

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employee access to and use of the school's/Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation.

Equalities

- The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, undertake appropriate training and challenge racism and all forms of discrimination

Health and Safety

- Every employee is responsible for their own Health and Safety, as well as that of colleagues, students and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management personnel

Safeguarding

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.
- This post is subject to an enhanced DBS check

Additional duties/ responsibilities

- To comply with any reasonable request to undertake work of a similar level that is not specified in this Job Description

Fluency Duty

- This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to converse in spoken English with ease and provide accurate advice around complex situations without hesitation or difficulty for extended periods of time.



Person Specification

CRITERIA	Essential (E) Desirable (D)	Assessment Method
1. Experience and qualifications		
Good Honours degree or equivalent	E	AF/DE
Qualified Teacher Status (QTS)	E	AF/DE
Substantial experience of middle leadership with a demonstrable track record of success	E	AF/DE
Experience leading Behaviour and Safeguarding for at least 2 years in a similar school	E	AF
Experience of leading successful change with high impact	E	AF/SP
Substantial successful teaching experience in a diverse and inclusive school	E	AF/DE/SP
Further professional qualification, e.g. higher degree and NPQSL	D	AF/DE
Senior Leadership experience	D	AF/DE
	Essential (E) Desirable (D)	Assessment Method
2. Leadership and management		
Able to build, support and challenge high performing teams	E	AF/DE/SP
Has a clear vision and is evidence-informed for area of responsibility	E	AF/SP
Able to strategically plan and implement improvement, quality assuring and addressing areas of development	E	AF/DE/SP
Maintains the highest expectations of all staff and students; able to direct the work of others and hold to account	E	AF/DE/SP
Has a proven track record of supporting others to achieve their potential	E	AF/DE/SP
Understands the role of a senior leader in a school	E	AF/SP
Fully embraces the vision, values and ethos of the school	E	AF/SP
	Essential (E) Desirable (D)	Assessment Method
3. Knowledge, understanding and skills		
An excellent teaching practitioner	E	DE/SP



Effective communication skills – able to write accurately and effectively for all stakeholders and audiences	E	AF/SP
Public speaking skills and the ability to engage and inspire an audience	E	AF/SP
Able to maintain a high work rate and to juggle a range of tasks and competing priorities	E	AF/SP
Recent experience in innovative curriculum/behaviour programme development	D	AF/DE/SP
Experience of sophisticated data interpretation used to impact on outcomes	E	AF/DE/SP
Experience of delivering high quality whole school CPD	E	AF/DE
Experience of presenting in local/national forum	D	AF/DE/SP
The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.	E	SP
	Essential (E) Desirable (D)	Assessment Method
4. Personal Qualities		
A commitment to inclusive, values-based education together with unwavering belief that all can and will succeed	E	AF/SP
Maintaining high expectations and standards of participation, achievement and behaviour	E	AF/DE/SP
Highly organised, able to effectively plan, monitor and review at pace	E	AF/DE/SP
Enthusiasm, energy and ambition; a 'can do' attitude	E	AF/DE/SP
Personal impact and presence; highly visible	E	AF/DE/SP
Tact and sensitivity	E	AF/DE/SP
Flexible, adaptable and reflective	E	AF/DE/SP
Sense of humour	E	AF/SP
Aspirations for Headship	D	AF/SP

Key:

AF - Application Form

DE - Other documentary evidence including certificates and references

SP – Selection process

Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our web site: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Explanatory Notes/How to Apply

Application Form

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Letter of Application

Your letter of application should be written to the Headteacher and address the person specification points carefully. You should write how and why you feel that you are equipped to fulfil this role noting your experience, skills, personal attributes and values. We are particularly interested to know why you want to work at Orchard School.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the Job Description and Person Specification carefully before you complete your form.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Closing Date: Monday 20 March 2023, 9am

Interview Day: Friday 24 March 2023

Applying: Completed Application Forms should be returned to:
recruitment@tila.school