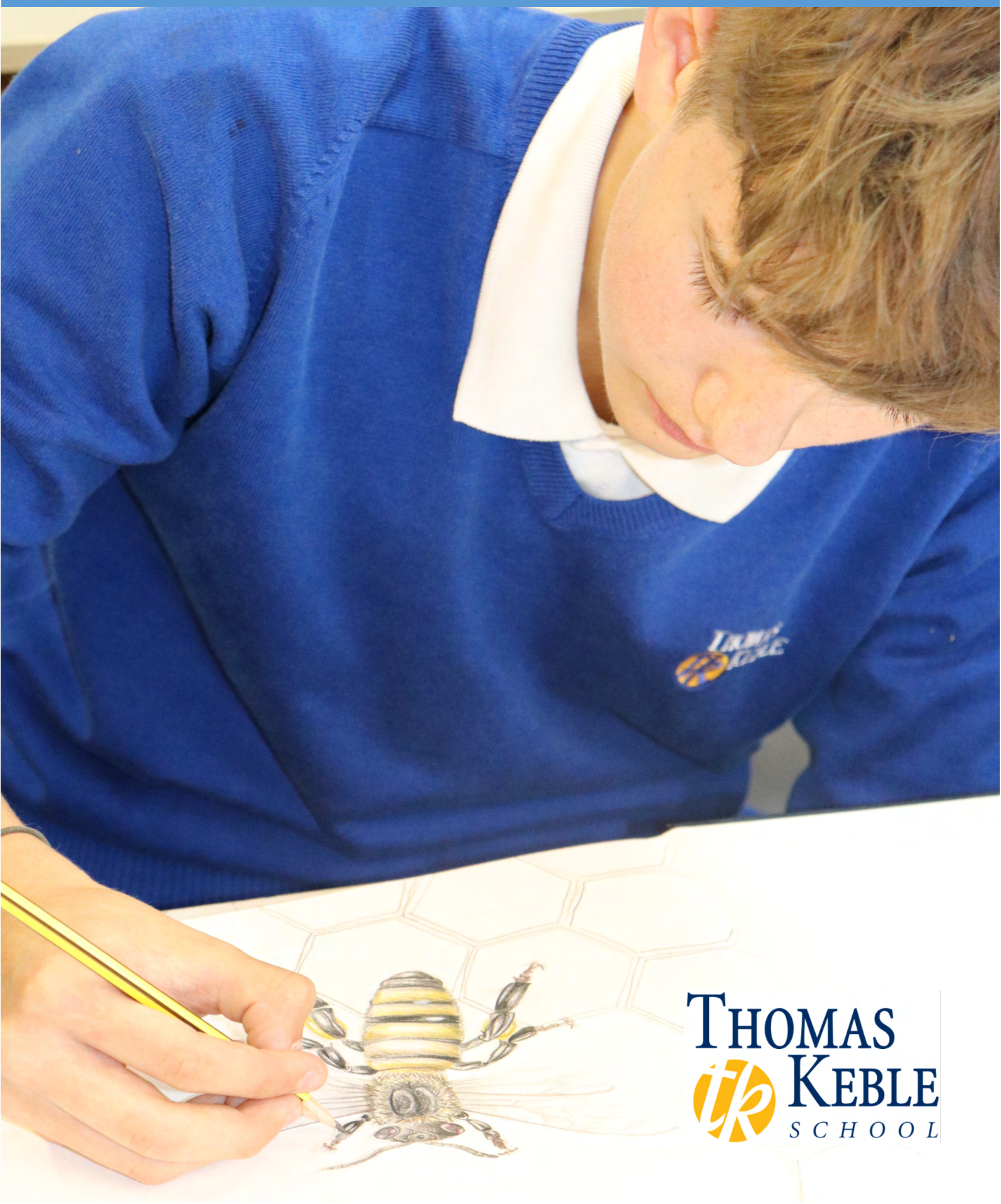


# Assistant Headteacher: Pastoral Care Recruitment Pack





**Thank you for your interest in our Assistant Headteacher post.**

I hope this pack, will help you to decide that Thomas Keble is community you want to join, in order to make an invaluable contribution to the life chances of the students within our community. I would encourage you to visit our school website at: [www.thomaskeble.gloucs.sch.uk](http://www.thomaskeble.gloucs.sch.uk) to find out more about what we do and why we do it.

Choosing the school for the next stage of your career is a really important one and, to that end, we welcome prospective applicants to come and have a look around before making the decision to apply. If this would be helpful, my PA, Amanda Oxberry can be contacted via [recruitment@thomaskeble.gloucs.sch.uk](mailto:recruitment@thomaskeble.gloucs.sch.uk). She will be happy to assist .

As a school, we are fortunate to attract staff who are fully committed to delivering our inclusive ethos. We work hard and go the extra mile to ensure our students achieve the very highest outcomes, regardless of ability. In return, our staff are empowered to work within their area of specialism in a way that best supports learning within that subject. We aim to ensure that energy is directed in the best possible way, to promote effective learning. Our approach is personalised to each student and we recognise that this personalisation must be extended to individual subject areas to allow staff the flexibility to instill their passion for their subjects to our students. Our pastoral care is at the heart of all that we do at Thomas Keble and, as such, this is a crucial appointment for us.

As a staff, we are consistent in our approaches and expectations through reference to our behaviour and discipline codes, with the aim of freeing up staff to focus on their craft. As a result, our student behaviour is recognised as extremely positive with children who are keen to learn.

***“ Staff know pupils well and provide them with support that is appropriate to their individual learning and emotional needs. Relationships between teachers and pupils are characterized by trust and respect.” (OFSTED January 2018.)***

In this pack, you will find a job description and a copy of the person specification for the post.

If you feel Thomas Keble is the right school for you for that next career step, please complete the following by the deadline of February 16th 2022.

- The Thomas Keble Application form (available from the links within the advert).
- A letter of application (maximum 2 sides of A4) outlining your suitability for the post and how your experience to date has prepared you for the requirements of the person specification.

I look forward to reading your application.

**Julia Maunder: Headteacher - Thomas Keble School**



## Thomas Keble School's Purpose is...

To inspire learners to achieve more than they think is possible

## Thomas Keble School's Principles

"At Thomas Keble, we believe that every child can achieve beyond their initial expectations. We believe every child's success is worthy of celebration. We have demonstrated the ability to achieve highly consistently, year on year, by combining quality first teaching with a robust pastoral support programme and comprehensive extra-curricular programme. We focus on the individual, tailoring a programme of study and a programme of pastoral support to enable students to leave us as confident, articulate and empowered young adults."

## Thomas Keble School's Values

A learning community where every child can thrive and achieve, becoming confident and articulate young adults through adherence to our core principles and values of:

Respect  
Excellence  
Ambition  
Compassion  
Honesty

## Thomas Keble students will:

- Experience a rich and broad curriculum and be encouraged to be lifelong learners
- Achieve the highest possible standards
- Become responsible members of the 21st century world community
- Care for and respect themselves, others and the environment, with a strong foundation of moral and spiritual values
- Develop the technological skills needed for the 21st century

## Strategic Success Measures 2021 -2026

- Our headline Key Stage 4 national success measures will place us in the top 10% of comparable schools based on student outcomes.
- Our Key Stage 3 students will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed as they move into Key Stage 4.
- Our Key Stage 3 students will benefit from high quality feedback and assessment that will support them to make progress above the level one might expect and our assessment processes will enable us to intervene in a timely way, to support where needed.
- Our teaching & learning strategies will be developed by high quality, research and evidence-based CPD and this will enhance the quality first teaching that underpins our approach.
- We will have a school where our values of respect, excellence, ambitions, compassion and honesty permeate everything we do.



## Thomas Keble Curriculum Statement

This statement deliberately does not seek to identify the skills required by a '21<sup>st</sup> century learner' or to second-guess the qualities that employers of the future will be seeking in our young people. Our aims are no less ambitious but, we hope, more realistic: to ensure all students gain the skills and confidence to become effective and resilient learners within a mutually respectful community that is caring and supportive of its members and considerate of the diversities of society more widely. Through such an approach, we aspire to encourage our learners to be adaptable to the evolving challenges of the 21<sup>st</sup> Century.

At Thomas Keble, we recognise that embedding effective curricular development takes time. We are therefore determined not to be distracted by external accountability pressures and attempts to 'play the system'. Instead, we are committed to retaining a broad and balanced curriculum with equality of access for all; and to reviewing research into effective learning and its pedagogical implications. From this, we adjust our approaches in order to maximise their effectiveness. Our approach is to tweak what we know works, rather than embark on a series of fragmented initiatives.

We recognise that each subject is unique. For this reason, Heads of Department, as the experts in their areas, are empowered to develop and structure their curriculums with their department colleagues. Our Trustees supported us in creating significantly more time for CPD. Our resulting subject Teaching and Learning Community (TLC) time is intended to enable departments to discuss and decide:

- **INTENT:** What elements of curriculum content they are teaching so that students can access each academic discipline and tradition.
- **IMPLEMENTATION:** When they are teaching each element so students can appreciate the relationships between them; how they are teaching each element effectively so all students can access and be engaged by the curriculum.
- **IMPACT:** How and when to assess what students know, understand and can do.

### Sequences of learning across all five years should be underpinned by:

- Consistent challenge for all;
- The embedding of subject-specific skills alongside the coherent layering and spiralling of subject-specific knowledge;
- Explicit teaching of each aspect of the TK Learning Process:

## Understanding – Transforming – Reviewing – Applying.



## **Job Description – Assistant Headteacher**

**Line Manager: Headteacher**

**Salary: Leadership spine: Scale range: 12 to 16: £55, 338 to £61, 166**

**Teaching Allocation: 21 lessons per fortnight (50 hour timetable cycle.)**

### **Main purpose of the role:**

This leadership position is open to dynamic, inspiring, and outstanding leaders who have a proven track record of delivering excellent attainment and achievement. The role requires strategic thinking and an ability to lead from the front whilst offering challenge and support to all stakeholders.

### **The successful candidate will:**

- Demonstrate a passion for education and a desire to improve the life chances of all students;
- Have the ability to empower and motivate staff;
- Maintain and develop the school's ethos of diversity, inclusivity and equality of opportunity
- Have successful experience as a senior or middle leader with a proven track record of success.

### **Core Purpose: The postholder will**

- Make a positive contribution to the vision and leadership of the school helping shape the school's future and ensure everyone is enabled to contribute effectively to the progress and development of all students.
- Assist the Headteacher and Senior Team in ensuring the highest possible standards of education through the promotion of effective teaching and learning; a balanced curriculum, the provision of excellent pastoral care and support for students as well as a rich extra-curricular programme. Specific areas of direct responsibility are outlined below

### **Operational Responsibilities: The postholder will**

- Play a key role in promoting the aims, values and ethos of Thomas Keble and facilitate effective communications with all relevant stakeholders.
- Lead and co-ordinate the work of the relevant middle leaders within the school.
- Contribute to monitoring and evaluation to reflect school's programme of continuous improvement.
- Lead and co-ordinate the construction of the relevant sections of the annual development plan and self-evaluation process, it secure continuous improvement.
- Advise and work with the Headteacher and the governing body on the formulation of relevant policies and their implementation to meet the aims and development priorities of the school.
- Support the work of the relevant designated committee of the Trust Board and provide advice and guidance to the chair and headteacher.
- Assist the Headteacher in ensuring relevant budgets are effectively managed and the school delivers value for money. S/he shall ensure that child protection and safeguarding of students are given high priority at all times.



## Role Specific Duties and Responsibilities

Our Senior Team is a collaborative team who work together to ensure all the needs for the school community are met. In terms of specific duties relating to the role of Assistant Headteacher—Pastoral Care, the postholder will oversee the following key areas:

### Strategic Leadership:

- Pastoral provision including tutor programme
- Safeguarding: Policy & Practice
- Attendance: Policy & Practice – external accountability
- Medical: Policy & practice
- Anti-bullying
- Rewards & sanctions

### Day to Day Duties:

- Oversight of a Key Stage and its team of Heads of Year.
- Trustees: Quality of Education Committee
- Child Protection & Safeguarding
- Chair: Pastoral Leadership meetings
- Oversight of Attendance and Punctuality

### Link Management Oversight:

- Senior Pastoral Lead: Head of Key Stage
- Senior Pastoral Lead: Designated safeguarding Lead / Complex Case Lead
- Attendance officer

***This job description is not exhaustive and serves only to highlight the main requirements of the post holder. The Headteacher may stipulate other reasonable requirements. The job description will be reviewed regularly and may be subject to change. The Assistant Headteacher will carry out any reasonable task as directed by the Headteacher on behalf of the Trust Board.***



## Person specification – Assistant Headteacher

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable	Evidence
<b>Training &amp; Qualifications</b>	Degree. Teaching Qualification. Commitment to CPD.	<b>Experience of:</b> Senior leadership role. Curriculum & pastoral experience at a senior level.	Application form. Certification.
<b>Educational Leadership &amp; Management</b>	Developing & implementing strategies for raising achievement for students & staff. School development planning & Evaluation. Data analysis & target setting. Using evidence-based information to inform decision making. Identifying & implementing effective strategies to develop pastoral care systems.	<b>Experience of:</b> Successful leadership & record of impact	Letter of application. Selection process. References.
<b>Personal &amp; Professional Qualities &amp; Attributes</b>	<b>Ability to:</b> Provide strategic & creative leadership. Work in partnership with a team to achieve successful outcomes for students. Lead by example to inspire, motivate, influence and empower staff & students. Set priorities to achieve ambitious goals. Work collaboratively with others. Seek, and act on, feedback from others. Build & maintain effective relationships & communicate effectively with Stakeholders.	<b>Experience of:</b> Working with other agencies to secure effective pastoral care.	Letter of application. Selection process. References.
<b>Professional Knowledge &amp; Understanding</b>	Statutory frameworks pertaining to pastoral care in schools. Effective strategies to support holistic child development and progress. Current educational issues, including national policy, priorities and legislation. Effective strategies for maintaining high standards of attainment, behaviour and attendance. Principles and practice of educational inclusion, diversity and access. Developing choice and flexibility to meet the learning needs of every student.	<b>Experience of:</b> Working with governors/trustees at Trust Board level to support school Improvement.	Letter of application. Selection process. References.
<b>Personal Qualities</b>	Emotional resilience. Flexibility. Team centred approach. Ability to work well under pressure.		Selection process. References.



## Applications

Applications should be submitted via Eteach. The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application. Applications must be received no later than midday on **Wednesday 16th February 2022**. Applications received after this date and time will not be considered.

## Shortlisting

Shortlisting will be finalised on **Thursday 17th February 2022**. Applicants will be advised whether they have been shortlisted by **Friday 18th February 2022**.

## Interviews

The selection process will consist of a series of interviews and discussions with stakeholders and candidates may be asked to undertake a practical task related to the knowledge and abilities in the Person Specification. We are intending to interview for the post during week beginning **Monday 28th February 2022**.

## Notification of outcome

Shortlisted candidates will be notified of the outcome as soon as possible following the interview process. Please ensure you have given day and evening telephone numbers on which you can be reached.

## Feedback

Unsuccessful shortlisted candidates will have the opportunity for professional feedback during the week following the interviews.

## Taking up post

The successful candidate will take up post on **1st September 2022**

Should you require any additional information, please contact Amanda Oxberry, PA to the Headteacher, via email [aoxberry@thomaskeble.gloucs.sch.uk](mailto:aoxberry@thomaskeble.gloucs.sch.uk)

## Safeguarding Statement:

Thomas Keble is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.

**Thomas Keble School**

**Eastcombe**

**Stroud**

**GL6 7DY**

**[www.thomaskeble.gloucs.sch.uk](http://www.thomaskeble.gloucs.sch.uk)**

**Tel: 01452 770301**