



Ellesmere Park
High School

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Assistant Headteacher
(Pastoral)

Start date: January 2022



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Assistant Headteacher (Pastoral) at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.



Welcome from the Headteacher

Dear Candidate,

Thank you for your interest in working at Ellesmere Park High School.

Our aims as a school are founded on the values that are encapsulated by our motto 'Vibrant, Inclusive, Proud'. We will ensure that all of our students experience the fullness of life by:

- Providing them with an exciting, engaging and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our school and our community to the full.

I am very clear in what I want our school to deliver to our current and future students: the education that they deserve in a school that prepares them for successful and enriching lives. They deserve the very best education that can be provided. My leadership of the school will be defined by a desire to deliver this, to serve our community and to help make the ambitions of our community and young people a reality.

We are seeking to appoint a qualified, creative and enthusiastic individual to join our motivated team in a School that is committed to offering a warm, friendly and purposeful setting for all our students to flourish.

I can't think of a better time to join Ellesmere Park High School as we look forward to an exciting and bright future.

I look forward to hearing from you.

Kind regards,

J I Ross
Headteacher



About the School

Ellesmere Park High School is a co-educational academy, part of Consilium Academies, based in Salford, with approximately 750 students on role.

Our values of Vibrant, Inclusive, Proud are at the core of everything we do.

Vibrant: Our school is a vibrant school, where all are encouraged to be expressive, creative and enjoy their learning in a positive atmosphere.

Inclusive: Our school is an inclusive school, where all are valued and thrive in a safe, caring and supportive environment. We welcome everyone to our diverse community and encourage friendly and mutually respectful relationships.

Proud: Our school is a proud school, where all aspire to be successful in whatever they do. We strive to enable all to be lifelong learners, equipped to fulfil our dreams.

We aspire to make education lively, memorable and exciting. Ellesmere Park welcomes and nurtures people from diverse backgrounds with wide-ranging talents and abilities, and we actively strive to remove barriers.

Ellesmere Park High School will always strive to fulfil each child's potential and provide our students with a broad and balanced curriculum which will enable them to move on to college or work with the right skills and qualifications needed to maximise their life chances.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants

- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations



Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.

Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.

Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.



About the Role

Job Title: Assistant Headteacher – Pastoral

Contract: Full time, permanent

Salary: L12 – L16

Start date: January 2022

Ellesmere Park High School is seeking to recruit an Assistant Headteacher (Pastoral), as the school progresses on its journey to improved outcomes.

Are you a successful and passionate whole school leader, ready for the next step on your career, or a new challenge? This role is an exciting opportunity to join a school and be part of a growing Trust with a genuine commitment to partnership and equal opportunity.

Ellesmere Park is fully committed to each individual in our school, recognising their uniqueness and individual potential. We have high expectations of all students in terms of behaviour and commitment to learning and of our parents in working with us as partners to support individual progress.

You will be an innovative and proactive leader, who will build on the reputation of Ellesmere Park School and work collaboratively with colleagues throughout the school and Trust to continued school improvement.

The successful candidate will demonstrate success at implementing and sustaining whole school initiatives and the line management of staff. Previous experience will include the leadership of a team, or equivalent, and the ability to support and challenge staff to ensure outstanding classroom practice.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form from the school website or TES Jobs. Please note we do not accept CV's. We ask that all completed application forms are sent to Laura Byron, Business Support Officer at laura.byron@consilium-at.com or completed on TES online.

Visits to the school are welcomed. Please contact Laura Byron, Business Support Officer if you would like to arrange a tour of the school.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Friday 8th October at 9am

Interviews will take place the week commencing 11th October.

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:

Assistant Headteacher – Pastoral

Reports to:

Headteacher and Designation Line Manager

Main purpose of the Role

The successful candidate will need to provide our students with an outstanding education and provide strong and effective leadership to staff. The role will have whole school responsibilities below:

- Leadership
- Pastoral Provision within school including Behaviour and Attendance
- Leading and Managing Staff
- Wider Professional Effectiveness

Core Responsibilities & Tasks

Leadership

- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Have knowledge and understanding of the school's vision, aims, priorities, targets and action plans.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Provide a challenging, positive, stimulating and secure learning community for students.
- Lead on the development and implementation of the provision of remote learning.
- Being responsible for the development and coordination of whole school strategies to lead behaviour and attendance.
- Support the overall ethos of the school as a child-centered, well ordered community.

Pastoral Provision including behaviour and ethos

- To ensure that the pastoral provision of students and their welfare remains at the forefront of discussion across the school.
- Ensure that a programme of pastoral support is implemented and embedded across the school and is updated regularly.
- Take responsibility for promoting the mindfulness and wellbeing of students through the curriculum and extra-curricular activities.
- Gain feedback from Student Voice re: pastoral care and welfare issues and act accordingly.
- To annually oversee the anti-bullying survey with the students, in order to update the anti-bullying code
- Contribute to whole school initiatives for annual events such as Mental Health Awareness Day; Anti-bullying Week; Internet Safety Week etc.
- To ensure that the behaviour, attendance and punctuality of students are outstanding.

- To monitor student behaviour, attendance and punctuality and in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To lead and manage on parental engagement, including by ensuring that parents and carers are well-informed of their child's progress, behaviour, attendance and punctuality.
- To contribute to a programme of after-school and lunchtime academic enrichment activities, which may sometimes require reasonable evening or weekend commitments.
- To priorities, at all times the safety and well-being of the students by following Safeguarding policies.
- Promoting amongst student's high standards of conduct, uniform, respect and encouragement of good behaviour.
- Working with multi-agency to promote positive behaviour strategies.
- To have an oversight of all pastoral data including attendance, punctuality, inclusion and exclusions.

Leading and Managing Staff

- Support staff to identify areas for improvement and contribute to whole school Inset.
- To develop effective skills of communication so all staff feel they have a significant role to play.
- Ensure the effective management and leadership of the pastoral provision including behaviour and attendance.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure appropriate provisions are matched to students' needs.
- To carry out whole school roles as designated by the Headteacher.
- To inspire, challenge, motivate and empower other teaching staff in their pastoral role.
- To establish clear expectations and constructive working relationships amongst staff.
- To ensure all staff are correctly observing the school's Safeguarding and Behaviour policies.

Wider Professional Effectiveness

- Make an active contribution to the policies and aspirations of the school, including those in relation to behaviour, discipline, bullying and racial harassment.
- To work with Pastoral leaders and SLT to review and develop the school ethos.
- Strive to develop and improve leadership skills.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching and school leadership.
- Develop and implement policies and procedures, as appropriate, to be communicated with the Local Academy Board.
- To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

Person Specification

Qualifications and CPD	Essential	Desirable
Qualified Teacher Status	✓	
Permitted to work in the UK	✓	
Evidence of relevant and substantial CPD including Middle Leader Training	✓	
National Professional Qualification for Headship NPQH or higher degree		✓
Experience, Knowledge and Skills	Essential	Desirable
Experience at Middle Leadership Level	✓	
Experience at Senior Leadership Level		✓
Teaching across the secondary age range and in particular experience of teaching across the secondary range in an area of high disadvantage	✓	
Experience of successful curriculum leadership, including monitoring, evaluating and target setting	✓	
Experience of working well in partnership with staff, governors, children, parents, carers and the wider community	✓	
Experience and knowledge of high standards of safeguarding children	✓	
Experience in Ofsted Inspection and post inspection action planning	✓	
Experience of the performance management process and the role of reviewer	✓	
Experience of working within a pastoral role	✓	
Extensive experience of working with multi agencies and other partners	✓	
Experience of managing safeguarding at a senior level	✓	
Exemplary classroom practitioner and role model for excellent teaching and learning	✓	
Able to analyse and interpret data, identify trends and develop and deliver appropriate support and intervention strategies for improvement	✓	
Has a profound understanding of the needs of children, particularly those in vulnerable families	✓	
Has a good understanding of school self-evaluation and improvement planning	✓	
Has a good understanding of current educational initiatives and relevant legislation	✓	
Competent in the use of ICT	✓	
Strong interpersonal, written and oral communication skills	✓	
Experience as a DSL or deputy DSL to enable appropriate support for inclusion and alternative provision		✓

Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities	✓	
Personal Attributes	Essential	Desirable
Genuine passion and belief in the potential of every student	✓	
An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile	✓	
A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a challenging school and commitment to relentlessly instilling these strategies	✓	
Being comfortable dealing with difficult situations in a calm, authoritative and constructive manner.	✓	
Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community	✓	
Emotional resilience in working with challenging behaviours and attitudes in the use of authority and maintaining discipline	✓	
Able to demonstrate innovation in school leadership	✓	
An educational vision aligned with the school's high aspirations and high expectations of themselves and others	✓	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	✓	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English or Welsh by a recognized institution abroad.	✓	