

Severn Vale School



Candidate Pack

Assistant Headteacher – Teaching and Learning: Literacy

Welcome from the Headteacher

Thank you very much for your interest in this Assistant Headteacher vacancy at Severn Vale School.

Included in this pack are:

- Welcome from the Headteacher
- School Improvement Priorities
- Teaching and Learning Philosophy
- Application Process
- Job Description
- Person Specification
- School Workload Pledges
- Ofsted Report Feb 2020

This vacancy has arisen due to a restructuring of the Senior Leadership Team and the desire to put the development of literacy at the forefront of our School Improvement Priorities for 2024 and beyond.

Severn Vale is a thriving school with a strong reputation in the local community. We are a very “local” school. Of our new 2024 intake, over 98% live within 1.5 miles of the school. Our school has recently expanded in size and now has over 1360 students. All year groups are oversubscribed.

We last had Ofsted in February 2020. Their section 8 inspection agreed with our own assessment that this remains a good school:

- which provides a calm, orderly environment in which pupils can learn
- where teachers have high expectations of what pupils can achieve
- with positive relationships between staff and pupils support pupils’ learning
- where teachers make learning interesting, and pupils are keen to take part
- where behaviour is good
- where pupils’ personal development is fundamental to the work of the school
- and most importantly, where pupils are happy.

A link to our last Ofsted report is included with this pack.

Severn Vale strives to deliver nothing but the very best experience for our students both academically and through strong systems of care, guidance and support. As such, our biggest asset are our wonderful staff who all share a common vision for our students and school based around a set of core beliefs, further details of which can be found in the “School” section of our website. In summary:

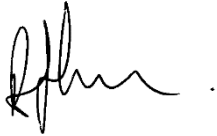
- We have high expectations of our students and staff
- We are, above all else, a place of learning for students and staff
- We go the extra mile to help students achieve
- We provide and believe in a values-based education
- We work together – students, staff and home united in the same common purpose

We believe Severn Vale is a very special place. It has a particularly friendly, professional body of teachers and support staff and the successful applicant is guaranteed to be well supported. Fundamental to our school is our focus on looking after and growing great teachers. We have a very high staff retention rate and believe that our focus on staff - who are our greatest asset - is one of our strengths. Included in this pack is a copy of our “Workload Pledges” which outlines our philosophy in this area. In 2020, Ofsted’s discussions with staff and observations of the school revealed that: *Staff appreciate the work leaders have done to reduce workload. Leaders are supportive and listen to staff. This helps to ensure that staff receive the support and development they need. Staff are happy to work at the school and say they are proud of their school.*

This welcome can only give a flavour of what working at Severn Vale can offer. I strongly recommend you take advantage of visiting the school to find out more – full details are given later in this pack. Please also feel free to contact me to discuss any element of this role.

I hope having read this pack and done further research into our school you feel inspired to apply. I very much look forward to reading your application.

Regards

A handwritten signature in black ink, appearing to read 'R Johnson', followed by a period.

Richard Johnson

Headteacher

Improvement Priorities

Our current school improvement priorities are as follows:

- Teaching & Learning
 - Continue the development of booklets across the curriculum
 - Continue the school's work on diversifying the curriculum
 - Further develop QA processes
 - Further develop our systematic approaches to reading catch up
 - Review assessment, recording and tracking in Year 10
- Development of behaviour systems and support
- To improve attendance
- To improve the progress of our disadvantaged students
- To improve the performance of our High PA students

Our work on developing approaches to reading catch up have highlighted the need to revisit our whole school approach to improving students' literacy skills. Hence the creation of this new position.

We have been heavily influenced by the EEF report on Improving Literacy in Secondary Schools. As such we are committed to emphasising the importance of disciplinary literacy and providing opportunities for structured talk. The job description reflects this. It is also a draft job description. We understand the need to work with the successful candidate to incorporate their knowledge, experience and ideas into our plans for the delivery of this work.

Teaching and Learning Philosophy

Whoever is appointed to this role will have the wonderful opportunity to lead our staff in the development of our whole school strategic approach to literacy. The scope of this is outlined in the job description which is included in this pack.

For this to be the right role for you it is important that not only do our values chime with yours, but that also you are aligned to our school's teaching and learning philosophy, which amongst other things:

- believes in research-informed approaches
- values the acquisition of subject knowledge
- understands the primacy of subject specific pedagogy
- believes in light-touch, intelligent accountability
- understands the central role of the subject leader in developing teaching and learning

These beliefs are central to how we operate and permeate all we do.

The role of subject leader is a vital element of teaching and learning at Severn Vale School. Subject leaders are the engine room of delivery. They are a hugely talented group of teachers and leaders and their passion for their subjects, their commitment, determination and insight make them an impressive group to work with.

If our philosophy is aligned with yours, if the opportunity to lead a great team of subject leaders excites you, then this is the right job for you.

Making your Application

I hope that when you read this Application Pack you are inspired to apply for the post. The details of the process are outlined below:

Visits to the school

We would strongly encourage you to visit the school prior to your application. Visits are available on the dates / times shown below:

- Friday 26 April - 12:45 -1:40pm
- Monday 29 April - 10.25 - 11.20am
- Tuesday 30th April - After school
- Thursday 2 May - 2:30 - 3:15pm

Please contact Lyn Woodrow [via email](#) or on 01452 720 458 x256 to book an appointment.

If you are unable to visit the school, we can arrange a telephone call with Javinia Harris, one of our Deputy Headteachers, to discuss the role. Please liaise with Lyn Woodrow to arrange a convenient date / time.

Application

To apply please complete the Severn Vale Application Form and provide a covering letter of no more than two sides of A4 paper outlining the skills and experience you would bring to this position.

Send your application by email to [Lyn Woodrow](#)

Deadline

The deadline for applications is **Thursday 9 May, 12.00 noon**

Shortlisting

We will be shortlisting on Friday 10 May. Unfortunately, we will be unable to notify candidates who are not on the shortlist. Therefore, if you do not hear from us, please assume that your application has been unsuccessful on this occasion.

Interviews

Successful candidates will be invited to Severn Vale School for interview on Tuesday 14 and Wednesday 15 May.

Job Description

Job Title:	Assistant Head Teaching and Learning: Literacy
Grade:	L13 - 17
Directly Responsible To:	Deputy Headteacher
Directly Responsible For:	Developing our whole-school strategic approach to literacy.
Job Purpose:	<p>To work with the Headteacher to:</p> <ul style="list-style-type: none">• ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all;• work within the school and the wider community to translate the vision into agreed objectives and plans which will promote and sustain school improvement;• demonstrate the vision and values in everyday work and practice;• motivate and work with others to create a shared culture and positive climate that reflects the aims of the school;• ensure creativity, innovation and the use of appropriate new technologies to achieve excellence;• ensure that strategic planning takes account of the diversity, values and experiences of the school and the community at large.
Teaching Load	25 / 50

The job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document.

The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales and to locally agreed conditions of employment.

Specific Leadership Role & Responsibilities

Culture / Ethos

- Ensure that Severn Vale School provides an optimal learning environment for all students to maximise the personal, social and academic progress of every individual.
- Role model professional standards, team ethos and higher-level communications, leadership and management skills.

Strategic direction and development

- Participate as a member of the school's Senior Leadership Team supporting the Headteacher in creating a long-term vision and in implementing policies and procedures on a day to day basis.
- Develop a strategic overview for data analysis and progress, putting into effect the key policies and practices which ensure that the school's strategic aims are achieved.
- Contribute to the whole-school self-evaluation process and the school's improvement plan.
- Keep up to date proactively with national developments to ensure Severn Vale students have the best possible support and wider opportunities.

Whole School Literacy

- Act as the school's strategic lead for whole-school literacy.
- Develop our whole-school approach to literacy that supports our subject leaders and all teachers to
 - develop and prioritise "disciplinary literacy"
 - provide targeted vocabulary instruction
 - develop our students' ability to read complex academic texts
 - break down complex writing tasks
 - combine writing instruction with reading
 - provide opportunities for structured talk
- Develop a CPD offer to support all staff to deliver this whole-school approach.
- Liaise with subject leaders to monitor and evaluate the delivery of the whole-school approach.
- Provide Subject Leaders, SLT and the Governing Body with regular progress updates.

Literacy Interventions

- Track reading ages (and other data) and use the data / trends to inform the strategic direction of literacy interventions with the SENDCo.
- Liaise with the SENDCo to ensure appropriate and effective literacy interventions are planned and delivered for individuals / groups of students.
- Train and support the Literacy Intervention Teachers on effective intervention strategies and the use of data.
- Monitor the impact of intervention strategies, providing effective challenge and support where necessary.
- Analyse assessment data for individuals / groups to measure the impact and effectiveness of interventions.
- Provide Subject Leaders, SLT and the Governing Body with regular progress updates.
- Develop effective partnerships with parents / carers regarding the reading progress of students, proactively working with home where there are issues of underperformance / progress below expectation.

Reading Culture

- Embed a culture, built on a love of reading to ensure that students, across all year groups, are engrossed in texts that will further define them as avid readers.
- Develop the school's Guided Reading programme at KS3 to ensure that all students are exposed to a range of texts in an impactful way.
- Work with the Librarian to further develop students' engagement with reading and access to texts.

EAL

- Provide the strategic leadership of the school's EAL department to ensure effective support for our EAL students to develop their English language acquisition.
- Support the EAL Teacher to assess individual student's needs and to plan and evaluate appropriate curricula including schemes of work and deployment of resources.
- Use data systems to effectively analyse the progress of EAL students.
- Provide Subject Leaders, SLT and the Governing Body with regular progress updates.

Transition

- Work with the AHT (Year 7) and SENDCo to ensure assessment arrangements are in place to gather necessary data as part of the Year 6 transition arrangements.
- Work with the SLT colleagues and the school's SENDCo to ensure students are appropriately placed in learning groups on their transition to Severn Vale.
- Work with the AHT (RSL) to ensure that effective data on transition from KS3 to KS4 is in place.
- Act as the school's link to the Quedgeley Learning Community (QLC) to further enhance links with our partner primary schools.

Leading and Managing staff

- Lead and manage the Literacy Intervention Teachers.

- Lead and manage the teacher of EAL.
- Line Manage identified subject areas.

GENERIC LEADERSHIP ROLES & RESPONSIBILITIES

Lead Colleagues, Build Teams

- Be a highly credible and visible presence within the school.
- Be a convincing and confident communicator.
- Inspire, challenge, motivate, and empower others within your areas of responsibility.
- Give feedback and provide support to improve performance of those working within your areas of responsibility.
- Anticipate, lead, and manage change within your areas of responsibility.
- Celebrate the achievements of those working within your areas of responsibility.
- Tackle any under-performance of those working within your areas of responsibility.
- Be resilient, flexible, solution-focused and display a positive, can-do attitude.

Act on Evidence

- Manage, interpret, and use data to effectively evaluate provision within your areas of responsibility.
- Consult and communicate with staff, students, parents/carers to enhance provision.
- Monitor impact and progress towards planned outcomes.
- Demonstrate the capacity to think strategically, analytically, and creatively.
- Use research to support and challenge practice.

Manage Resources

- Effectively manage the financial, human, and physical resources within your areas of responsibility.
- Establish effective partnership working with other establishments.
- Achieve a balance of workload and life for yourself and those you lead.

Manage Personal Professional Development

- Receive and act on feedback to build on strengths and improve personal performance.
- Demonstrate high levels of self-awareness.
- Keep up to date with educational research, pedagogical development, and new technology.

General

- To unequivocally support and promote the values and ethos of Severn Vale School.
 - Be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the school's systems.
 - Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school.
 - Work in accordance with the school's Health and Safety Policies and Procedure.
 - To undertake such other duties as laid down in the School Teachers Pay and Conditions Document.
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Person Specification

Attributes	Relevant Criteria	Essential / Desirable
Qualifications	Good honours degree	E
	Post-graduate qualification e.g. NPQ, Masters	D
	Qualified Teacher Status	E
	Permitted to work in the UK	E
	Evidence of relevant CPD	E
Professional knowledge, skills and competencies	Evidence of excellent classroom practise which has impacted positively on pupil outcomes	E
	Evidence of leading a team at middle leadership level	E
	Delivering staff training and promoting professional development of other staff	E
	An ability to effectively use to support all aspects of pupil monitoring	E
	Excellent communication skills, both written and oral	E
	An ability to translate current educational research and thinking into workable, operational plans.	E
	Strong analytical skills and an ability to interpret data effectively and use it to identify areas for development	E
Leadership and management skills and competencies	An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile	E
	An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources	E
	Successful experience of motivating and supporting others to improve	E
	An ability to work autonomously and prioritise conflicting demands	E
Personal qualities	The ability to motivate and inspire students, staff and parents	E
	The ability to work as a team and to lead others by example	E
	Strong 'presence' and the ability to command the respect of others	E
	A commitment to safeguarding, equal opportunities and inclusion	E
	An understanding, awareness and empathy for all young people	E
	Belief in the comprehensive system and a passionate commitment to developing the best in all young people	E
	A can-do approach to challenges; solutions focused and an ability to address difficulties with positivity	E
	Prepared to work flexibly as required	E

SEVERN VALE SCHOOL WORKLOAD PLEDGES

Marking

There is no expectation around written marking at SVS

Our philosophy is "less marking, more feedback"

Departments determine their own feedback and assessment processes

E-mail

Whilst e-mails are an effective method of communication, face to face discussion and information giving is preferred

No member of staff is expected to read or respond to e-mails in the evenings, at weekends or during holiday periods

Planning

We believe that planning is best done collaboratively

Departments are given time to work together on their curriculum every week

No written lesson plans are expected

Student Behaviour

Systems for managing student behaviour are school-wide and centralised

This enables teachers to focus on teaching not managing low level disruption

CPD

We believe in "growing great teachers" in a research and coaching based culture

CPD should be provided for, not "done to" staff

The vast majority of CPD time is allocated to departments to work on subject specific areas for development

Staff also have 20 hours of personal development time which they can choose to spend how they please

Curriculum

There are no centralised policies around Teaching and Learning at SVS

We have a shared vision of pedagogy and curriculum and departments develop and reflect upon their own practice as subject specialists around this

All QA activities are non-judgemental and done entirely for the benefit of staff, often collaboratively as a department

We resist and reject unsubstantiated "fads" in everything we do

Data & Reporting

The purpose of data is to inform teaching and, as such, is collected and collated by teachers

At SVS there is only one centralised, whole school data collection following annual summative exams

Written reports to parents are both time consuming and unimpactful. Therefore, we do not write them



Ofsted Report

Click on the image below to open the school's most recent inspection letter.

