



Assistant Principal: Support and Intervention Candidate Pack

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 @HelesSchool

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Dear Applicant

Assistant Principal: Support and Intervention

Salary - Leadership Spine points 11 to 15

Required for 1st September 2022

This is an exciting opportunity to join an ambitious and collegiate Senior Leadership Team and to play a key role in driving forward our quest for sustained excellence. You would be joining a forward-thinking and supportive school, where colleagues are wholly committed to securing the best academic and personal development outcomes for our young people and the best opportunities for our staff.

Applicants must be able to demonstrate significant impact of successful school leadership and have the flexibility to complement the skills and experience of other team members. You must be prepared to 'walk the talk' and lead by example and be committed to the mantra that 'people matter'.

We are looking for someone who:

- Has a high level of emotional intelligence, excellent communication skills, and an ability to form good relationships with colleagues, students, parents and governors;
- Is able to share a vision, is receptive to change, can initiate new ideas and contribute to strategic development;
- Puts students at the heart of what drives their decision making to ensure that all students achieve their fullest;
- Has aspirational expectations for all students and colleagues, underpinned by a positive, 'can do' attitude;
- Will consistently exemplify excellence as a member of the leadership team and as a classroom practitioner;
- Is able to drive, build and sustain strong teams that challenge, motivate and empower others to deliver consistent, high quality results;
- Is able to maintain a sense of proportion and humour whilst working under pressure;
- Values every aspect of the life of the school.

Our commitment to you in return will be:

- You will be a valued member of Team Hele's - a collegiate, hardworking and committed staff and governance dedicated to providing the best life chances for our students;

- An ethos of high aspiration for students and staff, and a culture that values personal relationships;
- A focus on curriculum, pedagogy and staff development;
- A wonderful student and parent community who are a pleasure to work with;
- Autonomy and support to play a key role in school improvement;
- Strong partnership working and superb opportunities for professional training and growth for leaders at all levels.
- A leadership (at school and trust level) that values our most important commodity – people – and that works honestly and openly with teaching and support staff to ensure staff wellbeing remains in high regard in every sense;
- A strong commitment to your pastoral care and your professional development to enable you to grow as a leader and support with preparation for the next stage of your career.

If you believe you have the energy, intellect, drive and commitment to take on this exceptional opportunity and join a Senior Leadership Team intent on taking what we believe to be a school oozing good features to even greater heights, then we would be very interested to hear from you. Please complete an application form together with a supporting statement outlining your suitability for the role. This should be a **maximum of 3 sides of A4, font style: Calibri size 11**. Your supporting statement should include your vision for this role and should provide evidence of how you meet the requirements of the job description and person specification, including:

- Your leadership skills, qualities and whole school experience that makes you an outstanding candidate for the post;
- Your vision for innovative and inspirational learning, support and progress;
- Strategies you have used to improve progress and learning in your current post, with specific examples of how you have challenged, supported and inspired colleagues, alongside an evaluation of impact;
- How this post fits into your overall career plan.

The closing date for this applications is **9am on Thursday 27 January 2022**.

Shortlisting will take place on **Monday 31 January 2022**.

Candidates informed of interview on **Tuesday 1 February 2022**.

Interviews will be held on **Tuesday 8 and Wednesday 9 February 2022**.

Further details and an application form can be obtained from the School's website: www.heles.plymouth.sch.uk or by e-mailing: blakey@heles.plymouth.sch.uk

You may wish to visit the school to feel, hear and see for yourself what makes Hele's such a special and exciting place to be. Please contact Mrs Verity Blakey (PA to the Principal) by e-mail on blakey@heles.plymouth.sch.uk or telephone **01752 334190** (direct line) should you wish to visit us during the working day; a warm welcome awaits you!

Hele's School is committed to safeguarding and promoting welfare of children and young people; therefore, all posts will be subject to a satisfactory DBS Enhanced Disclosure.

Equality Statement

Hele's School affirms its opposition to unfair discrimination and commits itself to a comprehensive policy of equal opportunity. At Hele's we regard all members of our school as being of equal value and that each person has the right to equality of opportunity. We aim to create an atmosphere, which actively explores and counters myths, fears and prejudices that can work against equality of opportunity. No individual or group should be discriminated against on the grounds of their racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity or political affiliation. Bullying and harassment will not be tolerated. Sexual and racial harassment, including persecution on the grounds of sexual orientation (i.e. homophobic bullying), are disciplinary offences and relevant policies will be followed in such circumstances.

Welcome from Carl Atkinson, Chair of Governors



We are delighted that you have expressed an interest in the post of Assistant Principal at Hele's School and joining a team of dedicated staff, governors and trustees committed to providing the very best experiences and support for the young people in our care.

Our Pupil Admission Number increased from 210 to 240 students in September 2019, and each intake since has been over-subscribed at that number with a waiting list, such is the popularity of the school. Given our sustained growth, we are delighted to be able to advertise this new post, created to add leadership capacity and support our ambition to achieve excellence for all and from all. This is an exciting opportunity then, for a highly successful and experienced leader to join a collegiate, industrious and ambitious team intent on taking Hele's School to new heights.

Governors welcome applications from both existing senior leaders and middle leaders with whole school leadership experience. You will be able to evidence exceptional strategic leadership and be able to articulate and deliver a clear and ambitious vision for providing high quality care and education to all our learners.

In return, the successful candidate will gain a wealth of experience from working at Hele's, receiving first-rate support and guidance from the Principal, backing of a dedicated and supportive team of governors, and the wider support from the Westcountry Schools Trust Executive Team, intent on growing you personally and professionally.

Our promise to you as a Hele's leader working in a Westcountry Schools Trust establishment is that you will be valued, empowered, invested in and grown in this role, supported to move on to the next stage in your career, whatever and wherever that may be.

Carl Atkinson
Chair of Governors

A message from Justine Mason, Principal



I take great pleasure in welcoming you to Hele's School! We are a school with a tradition of academic excellence, high aspirations and a big heart. A school that students and staff are proud to attend. A school where we never compromise our insistence that everyone is valued, learns, enjoys and achieves. Expectations for staff and students are high, but very simple; *work hard both to do things right and to do the right thing...even when no one is looking!*

Our mission is to support and challenge each individual, adult or child, to be the best they can be. We have a 'no excuses' philosophy based on growth mindset principles, which reinforces our belief that all of us can always improve, and that nothing is impossible. Quite simply, it isn't about being 'the best' at something but being better than we were yesterday or today. It is for this reason that recognising and celebrating endeavour, as well as achievement, is something we hold dear.

We work hard at providing an inclusive, calm, and purposeful learning environment, and aim to ensure all students have opportunities to enrich their learning, to discover new skills and interests, and to master others through providing a breadth of curricular and extra-curricular opportunities to excite and engage young people, wherever their interests or aspirations may lie.

I am extremely proud to lead a dedicated and enthusiastic team of staff who are passionate about working with young people and are committed to ensuring that those entrusted in our care get the best life chances possible. Everything we do is shaped by our determination to ensure that each and every child has a positive and memorable experience of school; that they thrive, flourish and, crucially, are happy. We focus on opportunities to develop teaching and learning at every turn and, importantly, teachers at Hele's have a resolve to be the best they can be in the classroom; our core purpose being to remove barriers to learning so that young people can be inspired, can aspire and can achieve. In return we expect a buy in to our belief that we all have an active role to play in making our school a great place to be, which manifests itself in every child displaying the highest standards of commitment to learning, pride and care.

Hele's School secured a 'Good' judgement across all areas and for overall effectiveness in our most recent Ofsted Section 5 Inspection in July 2017. Since then, we have drawn on a range of intelligence and research to help us to define and articulate what excellence is: EEF research to understand what constitutes an outstanding organisation; the Ofsted descriptors for what 'outstanding' quality of education, behaviour and attitudes, personal development and leadership and management looks like, sounds like and feels like; plus our own ambition that Hele's remains 'A great place to learn. A great place to grow' and what that means. The pursuit of excellence remains the driver for our continuous improvement journey and is captured in our *E4A Strategy: Excellence for all. Excellence from all*. September 2021 marked the start of the 3-year plan.

Our robust self-evaluation suggests that building blocks are largely in place to sustain good provision and outcomes, but to lever further improvement we need to be precise with regards to articulating what 'excellence' looks like, feels like, sounds like for each element – our mission now, then, is to *optimise* provision and ensure consistency of application from every member of staff and every learner in every classroom every day by understanding what each

element of provision is like at its very best. The mantra is to: teach or train it; model it; coach it; revisit it; celebrate it!

To underpin this quest for optimal provision, we have identified the 2 key strategic drivers, or hooks, that our whole school and department/area development plans will hang from over the next 3 years:

- Optimise the learning climate through the Hele's Model of Learning.
- Forensically know each child, in and out of the classroom.

We will identify precisely the holistic needs of every child and plan curriculum, pedagogy, assessment, support and intervention to remove barriers, meet those needs through Quality First Teaching and Quality First Intervention, and ensure each individual shines. We believe that our E4A Strategy will act as a framework in realising our ambition of excellence for all and excellence from all, and I am excited about recruiting the right person to SLT to join us in delivering this ambition.

Hele's is a community committed to personal and professional growth of all, with dedicated staff and governance at local and trust level, supportive families and committed students. I have no doubt that the right candidate will be happy, supported and fulfilled being part of Team Hele's, and will take great pride in what we can achieve together for our community and for each other. I do hope you are inspired to apply for this newly-created Assistant Principal post and I look forward to reading your application.

Thank you in advance for the time and emotional investment that I know you will commit to this process.

With very best wishes.

Justine Mason
Principal



Welcome from the Westcountry Schools Trust



Welcome to Westcountry Schools Trust (WeST), and thank you for your interest in this exciting leadership position at Hele's School. This post presents a fantastic opportunity to teach and lead in a dynamic ambitious school, where no two days are the same! Beyond the boundaries of Hele's School you will have the opportunity to work and contribute to the development of a cross phase family of twenty-seven schools.

We are passionate about our children benefiting from the blend of education in which we believe, and know that we can only achieve this by creating the right climate for our staff to excel and feel professionally rewarded. As such, you will work amongst a wide team of leaders who are mutually supportive and value high quality professional development.

We are seeking a dynamic and innovative leader, who is committed to providing an exceptional education who will support individual endeavour through high expectations, personal growth and desire to succeed. The successful post holder will ensure that exceptional achievement and excellence is embedded in all aspects of school life and will play a pivotal role in shaping the future development of the school.

If you share our passion for children succeeding, regardless of their starting points, and believe you have the skills to lead and inspire others, we very much look forward to you joining our team.

We actively appoint leaders with a strong sense of moral purpose and desire to help all students. We firmly believe that education can make a difference to the life chances of all young people.

Rob Haring
Chief Executive Officer, WeST

About Hele's School

Hele's School is a larger than average 11-18 comprehensive school in Plympton, Plymouth. Plympton sits at the north eastern edge of the city, bordering the South Hams area of outstanding natural beauty.

The school makes use of the closeness of Devon's countryside and moors and Plymouth's waterfront with a thriving Cadet Corps and Duke of Edinburgh Scheme. Our Combined Cadet Force (CCF), incorporating Army, Royal Navy and Royal Air Force corps, is one of our unique selling points, providing a visible presence both in the school and the wider community and opening up countless opportunities for our students around leadership, teamwork and personal presentation, outdoor pursuits, to name just a few.

In recent years, the Pupil Admission Number has increased to 240 in each year group and a period of capital investment to meet this growth is being planned. There are almost 1350 students in the school, which includes a thriving Sixth Form of 210, based in specialist accommodation.

Hele's has a proud and long history as a caring school with a strong reputation for excellence and providing opportunity. It enjoys the support of an active parent body, who share our determination to provide the highest quality of education and pastoral care for their children. Students' attitudes to learning are good; they are well behaved and attendance and punctuality are excellent. In short, the young people entrusted to our care want to learn and are delightful to teach.

Our pastoral system is organised around year groups with an 8-form entry and leadership from a teaching Head of Year and a non-teaching Pastoral Support Manager for each year group. There is a 20-minute tutor period each morning and a strong programme of personal development in this time, supported by weekly assemblies. The pastoral leadership team and tutors remain with the tutor group and take them through from Year 8 to Year 11 so that the relationship between tutor and students is deep and sustained, and family connections with school become trusted and embedded. Year 7 remains as a separate year team of specialist tutors and Head of Year so that we can ensure an exceptional start to secondary school for every child.

Post-16 has a mix of Year 12 and Year 13 students in each Tutor group. We use every opportunity to harness the expertise and interest of our Post-16 learners to act as leaders and mentors to younger students in all manner of ways, including having a visible Junior Leadership Team (JLT) to act as an important conduit for student voice and school improvement.

An excellent professional body of teachers and a hardworking and effective team of associate staff is a hallmark of the school and Hele's is fully staffed in all areas with specialist teachers. Middle Leaders form an active and effective Joint Leadership Group (JLG) with Senior Leaders, and the JLG is the driving force behind school improvement.

The curriculum structure is currently based around a 3-year KS4, with GCSE options taken in the spring term of Year 8. We operate a 2-week timetable with 50 lessons a fortnight, each of 1-hour duration. The school day runs from 8.40am to 3pm, allowing plenty of time for the well-developed and rich extra-curricular provision, which includes a mix of academic, sporting, performance and personal development opportunities.

Hele's plays its part fully in the Westcountry Schools Trust, in Plymouth and beyond; the Principal has a passion and commitment for Hele's to be outward-facing, and the school and trust regularly contribute to national, regional and city-wide initiatives on a range of fronts, maintaining a strong relationship with the Local Authority, the Regional Schools Commissioner, and other organisations across the country.

History of Hele's School

Elize Hele was born in Brixton in about 1560 and although he lived most of his life at Fardell, Cornwood, on the outskirts of Plympton, his final resting place is in St Andrew's Chapel in Exeter Cathedral. Having no heirs, Elize left his wealth to be used for "pious uses". A number of schools in the South West were founded out of his estate by his trustees, including the grammar school at Plympton, which was, until its temporary closure at the end of last century, known as Hele's School, Plympton.

The old grammar school building, which still stands in Plympton St. Maurice, was completed in 1671. Next to it stood the Schoolmaster's house in which Sir Joshua Reynolds was born. It is a surprising fact that the old grammar school produced four distinguished artists: Sir Joshua Reynolds, the first President of the Royal Academy; James Northcote; Benjamin Haydon and Sir Charles Eastlake, President of the Royal Academy and the first Director of the National Gallery.

The school faced many difficulties in the latter part of the nineteenth century and was eventually forced to close in 1903, before it was reconstituted by Devon County Council as a co-educational grammar school in 1921 called Plympton Grammar. The school grew and prospered and moved to its present site on Seymour Road in 1937.

New extensions were opened from 1970, and in 1983 refurbishment took place in preparation for reorganisation into an 11 – 18 mixed comprehensive school and it reverted to its old name of Hele's School.

In the decade from 2000, Hele's benefited from three specialisms - Languages, Maths & Computing and Applied Learning - and enjoyed national acclaim as a Language College. This strength continues, despite the change to national policy and the subsequent removal of funding, and international links and internationalism remain important.

The school became a Converter Academy in April 2011 and operated as a Stand Alone Academy Trust for the following 7 years. In September 2018, Hele's joined a Multi Academy Trust, the Westcountry Schools Trust (WeST), which it played a key part in co-constructing.

Stronger Together

A now 27- strong cross-phase MAT of 19 Primaries, 8 Secondaries, plus an Adult Learning Provider, the Westcountry Schools Trust is geographically tight but spans Devon, Plymouth and Cornwall. With the strength of collaboration and ambition, the capacity for shared school improvement, leadership development and collaboration is limitless. The WeST aspiration of '*Every child in a great school*' sits well with the Hele's vision (and vice-versa) and the strap line '*Stronger together*' articulates our shared ambition to ensure that this aspiration becomes a reality.

There remains a strong commitment, professionalism and moral imperative amongst the Hele's staff and Local Governing Body to ensure we provide the young people in our care with an educational and pastoral support experience that is first class in every aspect. This is very much supported by the WeST Trust Board and strategic direction of the MAT. We have a burning ambition and determination to put Hele's firmly on the map locally, regionally and nationally and to be recognised as an outward-facing, aspirational and collegiate centre of excellence, which remains committed to continuous improvement.

HELE'S SCHOOL AMBITION

'A great place to learn. A great place to grow'

Our school's purpose:

To warm hearts and to light fires in minds. Our ambition is to inspire confident learners who will thrive in a changing world, never fearful of taking risks and learning from mistakes made as part of their growth. We hold dear the belief that 'people matter', and the quality of personal relationships at all levels is central to ensuring a safe, happy, caring, inclusive environment.

Vision:

We pride ourselves on being an outward-facing school community that delivers outstanding academic and personal outcomes for all.

Mission:

We instil a passion for learning - for child and adult alike.

We allow everyone a chance to shine.

We provide a safe and happy community, where we are all supported and challenged to be the best we can be.

We believe there is no ceiling to aspiration.

We ensure a growth mindset culture pervades all we do.

We celebrate endeavour at every opportunity.

We grow 'future fit' young people.

We are a school in the heart of the community and with the community in our heart.

We develop and maintain a reputation for excellence - locally, regionally and nationally.

We remain restless for continuous improvement, always striving to be better.

Values:

We dream big, aim high and work hard.

We have pride in all we do and all we are.

We respect each other, our environment, and ourselves.

We ensure outstanding learning is at the core of our provision.

We do things right, and we do the right things.

We have high expectations of and for every person.

We strive to be better each day – as adults and as young people.

There are no excuses – all can achieve no matter their starting point.

We 'walk the talk' and all play our part in ensuring Hele's is a great school to be part of.

Meet the Senior Leadership Team (see SLT role details towards the end of this pack)



Justine Mason (JUM)

Principal

Non-teaching role, but Geography background



Sandra Crawford (SEC)

Deputy Principal:
Support and
Intervention

French



Clare Pomfret (CAP)

Deputy Principal:
Curriculum

Religious Studies



Andrea Ayres (ADA)

Assistant Principal:
Curriculum

Maths



Emma Clapham (EMC)

Assistant Principal:
Support and
Intervention

German and French



Kairn Stone (KLS)

Assistant Principal:
Curriculum

History



Karl Fonseca (KJF)

Assistant Principal:
Curriculum

English



Plymouth: Britain's Ocean City

Located at the heart of the South West, Plymouth is a city by the sea with so much to offer. With an amazing quality of life, stunning waterfront location, vibrant city centre and fascinating maritime history, there is quite simply nowhere better to live, work and play than Britain's Ocean City.

We are only three hours from London by train, less than an hour from Exeter and two hours from Bristol international airport, as well as being a major port with Brittany Ferries offering passenger and freight services to Roscoff in France and Santander in Northern Spain.

We are blessed to have Dartmoor National Park on our doorstep with its rugged beauty and endless opportunities for outdoor pursuits and recreation, as well as having free and easy access to water sports and recreation in Plymouth Sound. The world-renowned beaches and fishing villages of Cornwall lay just across the River Tamar, linked by a toll bridge and dual carriageway, making Plymouth the perfect base from which to explore this magical peninsula, or indeed making commuting to Plymouth both quick and easy.

Check out what our wonderful city and surrounds has to offer:

<https://www.visitplymouth.co.uk/visitor-information/plymouth-visitor-guide-2021>

HELE'S SCHOOL - JOB PURPOSE

JOB TITLE: ASSISTANT PRINCIPAL (SUPPORT AND INTERVENTION)

GRADING: LEADERSHIP SCALE 11 – 15

CONTRACT: PERMANENT

RESPONSIBLE TO: THE PRINCIPAL

START DATE: SEPTEMBER 1, 2022

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job purpose is not a comprehensive definition of the post. These duties and responsibilities may vary from time to time according to the changing demands of the school. Discussions may take place to clarify individual responsibilities within the general framework and character for the post as identified below. This job description may be reviewed at the reasonable discretion of the Principal in the light of those changing requirements and in consultation with the post holder.

Core Purpose for this role

All members of the School's Leadership Team will assist the Principal in ensuring the **highest possible educational standards** in the school and in creating an ethos and culture based on **positive thinking** and where **professional expectations are high** and where **students and staff feel valued**, are **inspired, challenged, motivated** and **empowered** to attain **ambitious outcomes** and are kept **safe**.

All members of the Leadership Team play a key role in the **strategic development** of the school, supporting the Principal in creating a **long-term vision, leading** on delegated areas of responsibility (including robust **self-evaluation** and **action planning** for those delegated areas), and in implementing policies and **Standard Operating Procedures** on a day to day basis.

Together, the Leadership Team promotes the school as a **highly effective learning community**. The core business of the school is learning and teaching, and all members of the Leadership Team members are expected to act as **role models for classroom practice** and discharge their teaching duties effectively.

The Leadership Team will explicitly **model the behaviours** expected of all those young people and adults associated with Hele's School and the Westcountry Schools Trust, and ensure **high visibility** around the school, both throughout the school day and at all school events, **in and out of school time**.

Job Purpose

Ensure systems are in place that identify and support **students at risk of underachievement in allocated year groups (currently for Year 8 & Year 9)** who require **academic and pastoral intervention**.

Ensure systems are in place that meet the needs of all students so that **achievement** gaps are closing rapidly for all **vulnerable groups**.

Ensure **positive and impactful behaviour for learning systems, procedures and practice** to maximise learning time for all and quickly and positively address any instances of poor behaviour.

Ensure **students** and **parents/carers** play an **active role in improving our school**.

Promote community cohesion and generate a **respect for difference** and **individual rights** through the curriculum and experience offered.

Specific responsibilities of this role

Internal Roles

- Deputy Designated Safeguarding Lead (including e-safety)
- Raising Standards Leader: Year 8 and Year 9
- Pastoral Improvement Partner: Year 8 and Year 9
- Strategic lead for:
 - Behaviour for Learning
 - Equality development and diversity, including anti-bullying, anti-racism, anti-extremism, LGBTQ+ and EAL provision
 - Pastoral curriculum, including assembly programme: Years 7 – 11
 - Student and Parent Voice, including Friends of Hele's (PTA)
 - Student Leadership

External Roles

- Research innovative practice in providing an inclusive and anti-discriminatory experience, opportunity and curriculum.
- Research innovative practices to engage student and parent voice in school improvement.
- Research effective behaviour management systems.
- Research innovative practices into student leadership.
- Involvement in MAT-wide meetings/developments around e-safety and behaviour.

This is not an exhaustive or fixed list of duties and you will be expected to respond to changing priorities, in consultation with the Principal.

Line Management

- Head of Years, as allocated (currently Year 8 and Year 9)
- Behaviour Reset Manager
- E-safety Lead

Chair of Meetings

Raising Standards of allocated year groups (currently Year 8 and Year 9)

Governor Meetings

Local Governing Body, when appropriate

In addition to meeting all of the Teachers' Standards, the Assistant Principal will fulfil the following expectations:

Leadership and Management

- To work with the Principal, Governing Body, school community & further key stakeholders to create a coherent vision for the school, ensuring it is clearly articulated, shared, understood and acted upon effectively by all.
- To work within the school community to translate the vision, core aims, agreed objectives and operational plans which will promote and sustain continual school improvement.
- To ensure strategic planning considers the diverse make-up of the school and the wider community.
- To lead and develop colleagues' performance, so as to maximise the progress of all students.
- To create, maintain and enhance effective working relationships amongst all members of the school community.
- To set targets, monitor performance and review the progress of staff in accordance with the appraisal cycle of the school.
- To provide CPD through modelling best practice, coaching and INSET.
- To monitor and quality assurance provision of key elements of this role to ensure impact.
- To enhance opportunities through collaboration with other schools within the WeST family.

Behaviour and Attitudes

- Strategic development of behaviour and attitudes, including the behaviour policy.
- Strategic oversight of all aspects of support and intervention for allocated year groups.
- Strategic oversight of alternative education pathways for specific students.
- Strategic leadership of rewards.
- Deal effectively with behaviour management concerns, referred by colleagues and non-teaching staff, and support them in maintaining agreed standards of behaviour, supporting them in applying restorative approaches.
- Continuously review the effectiveness of behaviour systems and implement changes where improvements are identified.
- Lead and develop the allocated Heads of Year, Behaviour Reset Manager and E-safety Lead to ensure the pastoral needs of students are met.
- Accountable for developing a high quality menu of intervention and strategies that meet the needs of all students in allocated year groups.
- Accountable for monitoring the quality and effectiveness of intervention programmes with the aim of maximising impact over time.
- Working with other Senior Leaders to ensure that appropriate students are being targeted, the intervention programme is responsive to needs and fit for purpose.

Securing Accountability

- To utilise a range of evidence, including national, local, and own school's performance data to support, monitor, evaluate and improve aspects of school life.
- To ensure individual accountabilities of staff line managed are clearly defined, understood and agreed, with the understanding that they are subject to rigorous review and evaluation.
- To present to the Governing Body, parents and carers as well as other key stakeholders, a coherent, understandable and accurate account of performance of allocated year groups, as necessary.
- To ensure effective use of the school's budget and best practice in financial matters.
- To maintain the ethos of the school by fostering collaboration and an atmosphere of mutual respect, where achievements are acknowledged and celebrated.
- To lead on specific areas of the school, as directed by the Principal.

Strengthening Community

- To engage with the internal and external school community to secure equity and entitlement.
- To build and maintain effective relationships with parents, carers, partners and the community that enhance the education of the students and the wider community.
- To work effectively with other educational institutions locally and further afield building effective partnership in order to share expertise and bring mutual benefits.
- To recognise and champion opportunities for developing a rich and diverse school community, which respects the rights, responsibilities and dignity of all.

Accountability

- The Assistant Principal is accountable to the Principal.
- Hele's School expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

General Duties and Responsibilities

- Actively support and contribute to the ethos of the school.
- In collaboration with the Principal and Leadership Team, identify and plan for future needs.
- Contribute to the day to day running of the school.
- Prepare and deliver assemblies.
- Support initiatives to raise standards.
- Advise on the appointment of new staff and assist with selection as required.
- Carry out developmental student voice, learning walks and work scrutinies as part of the school's quality assurance.

- Actively support the whole-school ethos regarding the importance of the well-being of staff and ensure that any whole-school developments or initiatives are assessed for workload impact prior to implementation.

Additional

- Show commitment to safeguarding and promoting the welfare of the children and young people.
- Follow Health and Safety requirements.
- Ensure compliance with Data Protection legislation.
- Operate within the school's Equalities policies.
- Contribute to the maintenance of a caring and stimulating environment for young people.
- Show a commitment to your own professional development.
- Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
- Assist with the production and analysis of regular reports on activity for use at management meetings and feedback, as appropriate for the role.
- Comply with and promote all Trust policies, including Safeguarding, Health and Safety, and Equality & Diversity.

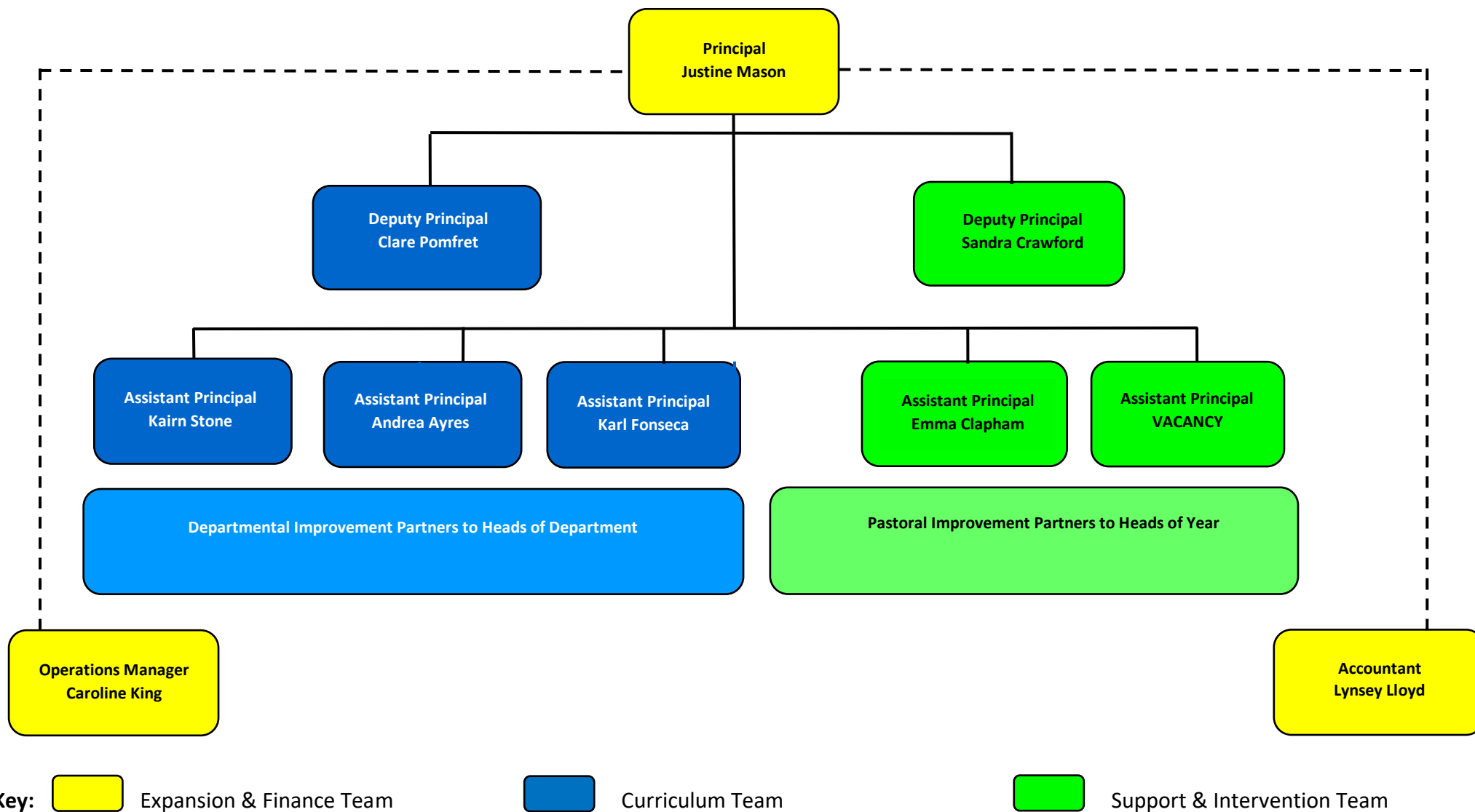
Person Specification for Assistant Principal at Hele's School

The following list is indicative of the kind of person we are looking for. Not all of these criteria are essential; however, please do try to give evidence of how you fulfil the majority of these requirements in your application.

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Honours degree or equivalent 	<ul style="list-style-type: none"> • Recent and relevant professional development in school leadership • Level 3 Safeguarding accreditation 	<ul style="list-style-type: none"> • Application form • Certificates
Experience	<ul style="list-style-type: none"> • Successful recent experience of whole school leadership in a secondary school • Proven track record of leading and evaluating sustained school innovation and change: able to evidence impact • Experience of using self-evaluation to drive school improvement • Proven ability to analyse and interpret student performance data, set challenging targets, devise and oversee effective intervention strategies and monitor outcomes • Ability to evidence the impact of own teaching on student progress • Experience of line management and accountability systems to improve performance 	<ul style="list-style-type: none"> • Experience of working in a variety of different school settings and/or roles • L3 Safeguarding accreditation • Experience of working in collaboration with other educational bodies and the wider community to develop positive relationships • Successful experience of curriculum development 	<ul style="list-style-type: none"> • Application form • Interview
Skills	<ul style="list-style-type: none"> • An outstanding teacher • Ability to successfully lead change: to formulate a vision and strategy and secure commitment to it from others • Ability to develop, embed and sustain systems and processes to ensure excellent outcomes are delivered • Ability to build and develop effective partnerships and relationships • Ability to empower, challenge and motivate staff to become high performing individuals and teams • Ability drive for improvements and to proactively and positively challenge underperformance and mediocrity • Ability to work under pressure and prioritise accordingly • Excellent behaviour management skills: firm but fair and relationship-focused • Ability to reason and think logically • Ability to think creatively and be solution-focused • Ability to communicate effectively orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • Proven ability to analyse and interpret student attendance and behaviour data, identify concerns, devise and oversee effective improvement strategies and monitor outcomes • Proven ability to build capacity in colleagues through coaching or mentoring and brokering/delivering INSET • Ability to effectively use and be confident in new and emerging technologies to support improvement 	<ul style="list-style-type: none"> • Application form • Interview

Knowledge	<ul style="list-style-type: none"> • A deep understanding of pedagogy and how children learn • Understanding of current issues in education locally, nationally and internationally • Record of appropriate CPD • In-depth knowledge of Child Protection and Safeguarding procedures and statutory requirements • Awareness and understanding of equal opportunities 	<ul style="list-style-type: none"> • Thorough knowledge of the statutory requirements and relevant legislation relating to school leadership and management, including health and safety • Awareness of Trauma Informed Practice • Understanding of Pivotal Principles for behaviour management • Knowledge of key considerations in effective management and deployment of people and resources 	<ul style="list-style-type: none"> • Application form • Interview
Personal qualities and attitude	<ul style="list-style-type: none"> • Strong personal presence • Determination and commitment with an exceptional capacity for productive work • Sense of personal drive and ambition • High levels of energy and enthusiasm • Enjoys being highly visible and meeting with a range of audiences • Approachability, openness, integrity • Reflective practitioner • A good sense of humour and good interpersonal and communication skills • Committed to the development and maintenance of good relationships with staff, students, parents, governors and the wider community • Positive, enthusiastic outlook, embracing risk and innovation • Demonstrates respect and empathy towards others • Resilience, perseverance and optimism in the face of difficulties and challenges • Consistently decisive and solution-focused • Commitment and dedication to social justice, equality and excellence • Capacity to be flexible, adaptable and creative • Committed to CPD of self and others within the school • Forms and maintains appropriate professional relationships and personal boundaries with children and young people in line with the WeST Safeguarding and Child Protection Policy and the Staff Code of Conduct 		<ul style="list-style-type: none"> • Interview

SLT STRUCTURE FOR SEPTEMBER 2022



Important note: ALL SLT have a core duty around Curriculum, T&L, B4L & staff welfare and wellbeing, regardless of which team they sit within. Both teams will continue to take part in daily SLT drop ins to lessons.

CURRICULUM TEAM

Clare Pomfret – Deputy Principal

Responsible for day to day running of the school with JUM and SEC

Leadership of Curriculum Team

Departmental improvement partner to: Maths, English, Technology, Health & Social Care

Strategic lead for:

- Implementation and Impact of the curriculum
- Joint Leadership Group (Curriculum)
- Departmental self-evaluation process (including QA, curriculum SEPS and annual action plans)
- Assessment and reporting, inc. KS3 – 5 exam weeks
- Appraisal for teaching staff (with JUM)
- Staff welfare, inc. Mental Health & Wellbeing (with EMC)
- Calendar, inc. authorisation of trips, visits and events
- Teaching absence management and cover

Link to Local Governing Body for Curriculum, teaching and learning: KPIs and response and self-evaluation

Line management: SIMS (assessment/recording/reporting), Centre of Excellence Director

Operational support to Year 10

Karl Fonseca – Assistant Principal

Departmental improvement partner to: Geography/ Computer Science and ICT/ History/ MFL/ Science/RS

Strategic lead for:

- Literacy, including Forensic Reading* & NGRT testing
- Whole school CPD, inc. aspirant MLs and SLs
- Coaching programmes within and beyond the school
- New staff induction
- ITT/ECT*
- Marketing and 'shop front', including publicity and staff and student recruitment materials
- Parents' evenings, including open evenings/mornings and awards evenings

Line management: Librarian, ITT/ECT Lead, Forensic Reading Lead

Operational support to Year 8

Kairn Stone – Assistant Principal

Departmental Improvement Partner to: Social Sciences/Business Studies

DDSL

Raising Standards Leader: Year 12 and Year 13

Strategic Lead for:

- Post-16 curriculum provision (inc. EPQ and UCAS) and outcomes
- Behaviour and attendance at KS5
- Post-16 progression and Alumni
- KS5 pastoral curriculum, including enrichment
- Marketing of Sixth Form
- Careers, Work Related Learning and Work Experience
- Knowledge Organisers
- Social time, inc. staff duties & MTAs

Coordination of Junior Leadership Team (JLT)

Line management of: CIAG Coordinator

Andrea Ayres - Assistant Principal

Departmental improvement partner to: Art / Drama/ Music/ Physical Education/ PD

Strategic lead for:

- Curriculum intent, innovation and development to engage *all* learners
- Timetable, inc. KS3 – 5 options
- Cross-curricular and extra-curricular enrichment programme, inc. Enrichment Week * and educational visits
- Numeracy
- SMSC*
- ClassCharts
- Primary links and transition: curriculum

Line management of: DoE Lead, Director of Enrichment

Operational support to Year 9

*TLR for this aspect

SUPPORT & INTERVENTION TEAM

Sandra Crawford – Deputy Principal

Designated Safeguarding and Child Protection lead, inc. managing allegations against staff

Responsible for day to day running of the school with JUM and CAP

Leadership of Support and Intervention Team

Raising Standards Leader: Year 7

Pastoral Improvement Partner: Year 7

Strategic lead for:

- Whole-school intervention
- Year 7 Catch Up
- Whole School Attendance and Punctuality
- Inclusion
- Pastoral self-evaluation process (including QA, pastoral SEPS and annual action plans)
- Provision for vulnerable students, inc. procurement of external support/ exclusions/ managed moves/ hard to place students
- Children in Care
- Transition and Primary liaison: pastoral
- Admissions and appeals
- Joint Leadership Group (Support and Intervention)

Link to Local Governing Body for Support and Intervention: KPIs and response and self-evaluation

Pastoral Improvement Partner to: Year 7, SENDCo

Line management of: SENDCo, Attendance Officer, Head of Year 7

Emma Clapham - Assistant Principal

Deputy Designated Safeguarding Lead (inc. Mental Health & Wellbeing of students)

Raising Standards Leader: Year 10 and Year 11

Pastoral Improvement Partner: Year 10 and Year 11

Strategic lead for:

- Pupil Premium* (inc. Recovery and Catch Up Funding, where appropriate)
- Exam strategy and intervention
- Staff Mental Health and Wellbeing

Line management of: Exams Officer, PP Operational Lead, Head of Year 10, Head of Year 11

Vacant position - Assistant Principal

Deputy Designated Safeguarding Lead (inc. E-safety*)

Raising Standards Leader: Year 8 and Year 9

Pastoral Improvement Partner: Year 8 and Year 9

Strategic lead for:

- Behaviour for Learning
- Pastoral curriculum, inc. assembly programme: Years 7 - 11
- Equality development and diversity, inc. anti-bullying, anti-racism, anti-extremism, LGBTQ+, oversight of EAL provision
- Student and Parent Voice, inc. Friends of Hele's
- Student Leadership

Line management of: E-safety Lead, Head of Year 8, Head of Year 9, Behaviour Reset Manager

**TLR for this aspect*

EXPANSION AND FINANCE TEAM

Justine Mason - Principal

School vision, values, culture and whole-school strategic direction
MAT development/growth and links with WeST CEO, DoEs and Secondary Headteachers
School self-evaluation processes & improvement planning processes
Quality Assurance systems to ensure provision is never less than good
Preparing for and leading Ofsted inspections and all other external QA/QC visits, inc. School documentation such as SEPS, Strategic Plan, Annual Action Plans, etc.
School profile through marketing & communication, inc. media links
Appraisal (with CAP)
Single Central Record (with DSL)
Finance strategy and budget
Recruitment, retention and development of staff, inc. leadership development
Strategic leadership & analysis of data
Experience and achievement of all students
Wider sector partnerships
Commander-in-Chief of the CCF
Line management of: All members of the Senior Leadership Team/ Operations Manager/ Principal's PA
Operational support to Year 11

Caroline King - Operations Manager

Building Projects Coordinator
Support Staff: recruitment, induction, absence
Support staff CPD Co-ordinator
Support Staff Appraisal
Health & Safety
Site & Grounds
Line Management of: Network Manager / Finance and HR Team/ Premises Manager / Health & Safety Officer/ Catering Manager/Community Manager

Lynsey Lloyd - Accountant

Budget & whole school finance
Company Accounts
Auditing
Expansion Finance