



Deputy Designated Safeguarding Lead and Early Help Co-ordinator

37 hours per week, term time + two weeks
Permanent

Grade F, SCP 12 – 17

£24,496 to £26,845 pro-rata*

Closing Date: Monday 8 July 2024

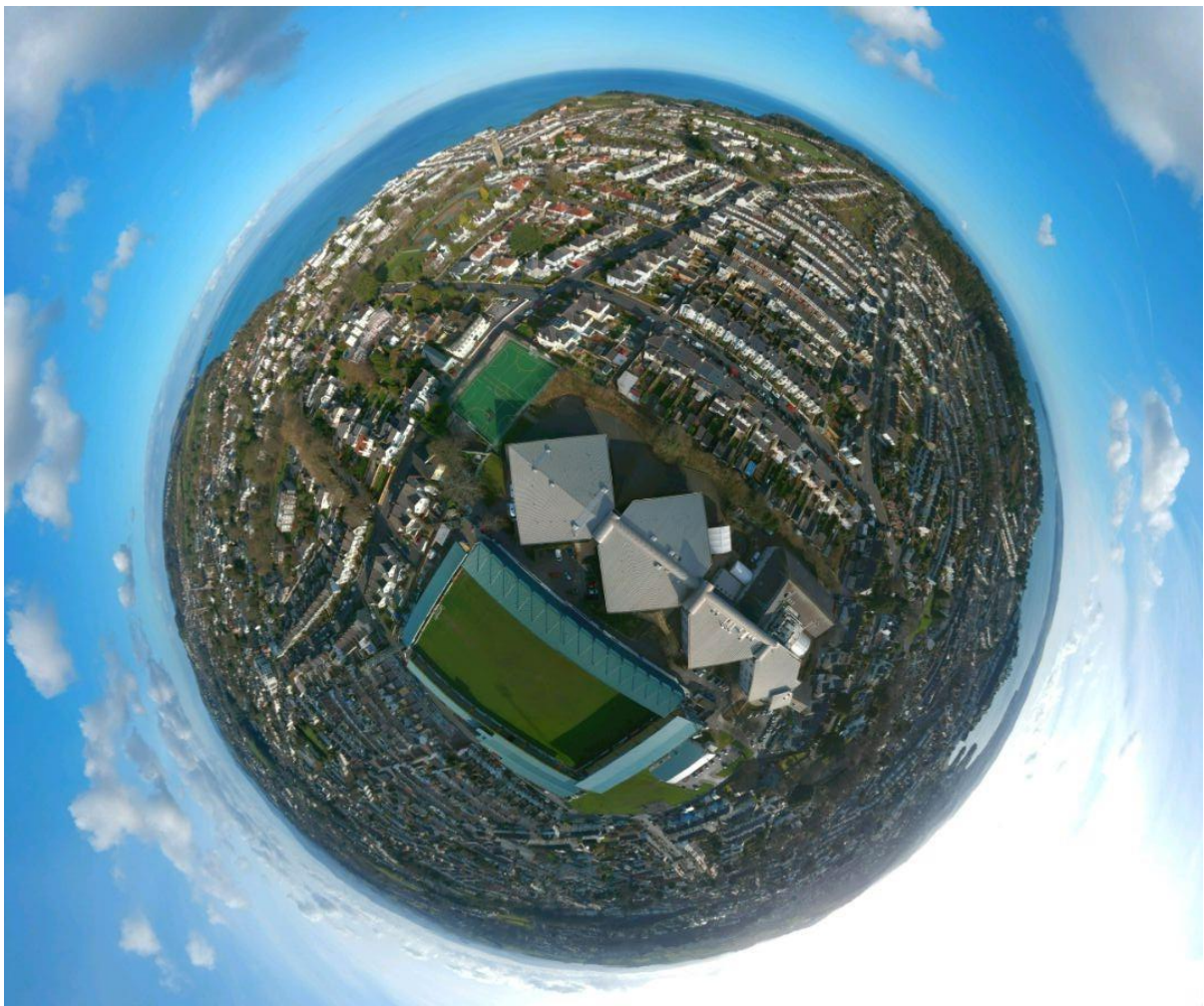


*pending a national pay award. Once agreed, the pay will be higher than published.

Thank you for your interest in this position at The Spires College. This brochure is designed to provide you with information about the specific role and department, the college and our community. We welcome prospective candidates to contact the college for further information or to arrange a visit. Contact details are on the last page.

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Dear Candidate

I am delighted that you have requested further information regarding the position of **Deputy Designated Safeguarding Lead and Early Help Co-ordinator** (DDSL) at The Spires College. As Principal, recruiting new colleagues is really exciting. I am committed to providing an excellent education for every child in our learning community and every new member of staff adds something more to strengthen our team.

The Spires College has a very positive, friendly atmosphere. The staff care passionately about the well-being of the children and our students are vibrant, enthusiastic and affable. The concept of community is something that I believe is essential for a successful school and we all strive to ensure that every member of our community feels valued, and contributes positively to College life. Our primary focus is, and will always be, developing superb teaching and learning across all areas of the College. Pedagogy underpins all we do and all staff at The Spires College are committed to their own learning. We have keen, willing learners who really want to receive a first class education. However students can only learn effectively when they are well equipped to do so, and so high quality pastoral care is essential.

This is an exciting time to be joining the college as part of our pastoral team, which is made up of colleagues with knowledge gained via experience within the college and from previous roles elsewhere. Our teams work collegiately, together and with external agencies, to provide 'joined-up' support for our students. The welfare of our students is of the utmost importance and I am very proud of the pastoral care that we offer. Keeping children safe is at the very foremost of our work: everyone is responsible for the safeguarding of children. The demands upon our safeguarding team are substantial and the DDSL works closely with and provides essential support to our Designated Safeguarding Lead (DSL).

Working at The Spires College is tremendously rewarding and this role is a fantastic opportunity to make a real difference to young people's lives. As a College, we are firmly committed to continuous professional development for all and we invest heavily in developing our staff at all levels.

You are very welcome to visit The Spires College to help you decide if this is the role for you. Contact details are on the last page of this brochure.

With best wishes

Alex Newton
Principal

The Pastoral Team

Pastoral support plays a pivotal role in ensuring that children can flourish at The Spires College; this includes making excellent academic progress as well as developing socially and emotionally. The work of the team is varied, interesting and incredibly rewarding.

Senior Leader	Head of Year Teams	Heads of Years ▲ Tutor Teams	
	Safeguarding	Designated Safeguarding Lead (DSL) ▲ Deputy Designated Safeguarding Lead (DDSL) Safeguarding Team*	
	Student Support	Student Support Lead ▲ Pastoral Support Managers ▲ Family Support Worker	▲ Young Carers Lead ▲ Mental Health Support Team ▲ Early Intervention and Self Harm Team ▲ Christian Linx
	Attendance	Education Welfare Officer ▲ Attendance Officer	
	Inclusion Support	Head of Inclusion Support ▲ Teacher for Inclusion Support ▲ Inclusion Support Lead ▲ LSA team	▲ LA Youth Worker
	SEND	SENDCo ▲ Assistant SENDCo ▲ HI Specialist Teacher ▲ Designated Teacher for Cared for Children ▲ SEND Support Officer ▲ Senior LSAs ▲ LSA team	
	Sixth Form	Director of Sixth Form ▲ Assistant Head of Sixth Form ▲ Tutor Teams	

All staff members complete safeguarding training annually and everyone is responsible for safeguarding children. *Some pivotal colleagues complete Level 3 training and become part of a distinct Safeguarding Team lead by our Designated Safeguarding Lead (DSL). Our DSL is dedicated to this role full time, without teaching or other responsibilities. The DSL liaises with the pastoral team and other colleagues and speaks with children and parents or carers directly. Whilst our Heads of Years and Student Support team will liaise with external agencies, our DSL oversees all safeguarding work and represents the college at meetings with the Local Authority, the police, health care providers, other agencies and for other official business such as court hearings.



Job Description

Deputy Designated Safeguarding Lead and Early Help Co-ordinator

Grade and salary:	Grade F, SCP 12 - 17 £24,496 to £26,845 pro-rata* Actual salary £21,422 to £23,476				
Contract type	Permanent 37 hours per week, 40 weeks per year (term time + 2 weeks)				
Hours:	Mon	Tues	Weds	Thurs	Fri
	8 am – 4 pm	8 am – 4 pm	8 am – 4 pm	8 am – 4 pm	8 am – 3.30 pm
Accountable to:	Designated Safeguarding Lead				
Commencing:	1 September 2024				

*pending a national pay award. Once agreed, the pay will be higher than published.

Introduction

This Job Description outlines the purpose and key tasks required to indicate the level of responsibility. It is not a comprehensive or exclusive list and duties / specific tasks may be varied from time to time, without changing the general character of the job or the level of responsibility entailed. This will allow flexibility for the college to respond to changing priorities and also support and enhance individual professional development. It is the practice of the college to examine job descriptions periodically, update them and ensure that they relate to the job performed, or incorporate any proposed changes. This procedure will be conducted by the Principal/Line Manager in consultation with the post holder.

As the rate of pay notified above will be enhanced by payment in lieu of leave entitlement, public holidays and locally scheduled holidays, under normal circumstances you are not entitled to any leave during term time. If the duties of this post require work in excess of 40 weeks, due to exceptional circumstances, then you would be entitled to additional payments in line with your normal rate of pay.

Overall Purpose and Accountability

The Deputy Designated Safeguarding Lead (DDSL) will:

- ▲ share responsibility for safeguarding and child protection (including online safety) across the College;
- ▲ deputise in the absence of the Designated Safeguarding Lead (DSL);
- ▲ take part in strategy discussions and inter-agency meetings and contribute to the assessment of children;

- ▲ advise and support other members of staff on safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police;
- ▲ lead on Early Help across the College, including the management of referrals, supporting colleagues to complete Early Help assessments and monitoring the progress of Early Help referrals.

The Designated Safeguarding Lead (DSL) will retain lead responsibility safeguarding and child protection across the College and will ensure that the work of the DDSL is completed to the highest standard.

Post-Specific Responsibilities

Managing referrals

The Deputy Designated Safeguarding Lead, under the direction of the DSL, is expected to:

- ▲ Recognise signs of abuse and know when to refer cases of suspected abuse to the local authority children's social care as required;
- ▲ support colleagues who make referrals to local authority children's social care;
- ▲ oversee Early Help Referrals and support relevant colleagues to complete Early Help Assessments;
- ▲ refer cases to the Channel programme where there is a radicalisation concern as required;
- ▲ support colleagues who make referrals to the Channel programme;
- ▲ refer cases where a crime may have been committed to the Police as required.

Working with others

The Deputy Designated Safeguarding Lead, under the direction of the DSL, is expected to:

- ▲ act as a point of contact with the three safeguarding partners;
- ▲ liaise with colleagues (especially senior leaders, Heads of Year, Pastoral Support Managers, SENDCo, school nurses, etc.) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- ▲ liaise with parents and carers where there are safeguarding concerns or child protection referrals;
- ▲ attend strategy meetings and conferences;
- ▲ attend panel meeting and co-ordinate Early Help support;
- ▲ provide training and development in the use of Early Help Assessments, support colleagues to complete Early Help Referrals and attend/chair panel meetings;
- ▲ oversee all Early Help Plans to ensure decisive action from all parties and avoid drift and delay;
- ▲ act as a source of support, advice and expertise for all colleagues.

Raising awareness

The Deputy Designated Safeguarding Lead, under the direction of the DSL, is expected to:

- ▲ obtain access to resources and attend any relevant or refresher training courses;
- ▲ ensure that their knowledge and skills are refreshed at regular intervals, as required, and at least annually, in order to understand and keep up with any developments relevant to their role;
- ▲ help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and College leadership.
- ▲ encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.

Record keeping and reporting

The Deputy Designated Safeguarding Lead, under the direction of the DSL, is expected to:

- ▲ maintain highly effective recording and reporting systems;
- ▲ track, monitor and analyse early help plans and data to facilitate improved practice across the college;
- ▲ ensure the secure storage, retention, destruction and transfer of child protection files;
- ▲ support the Principal, as required, to produce safeguarding and child protection data for reports, self-evaluation and inspections.

General Responsibilities

- ▲ To support the enhancement and operation of the learning environment of both departmentally and the college in its entirety;
- ▲ To support teaching staff in the provision of a high quality education to our students;
- ▲ To support other support staff by covering their duties if they are absent from work;
- ▲ To support the process of college development planning;
- ▲ To take part in the college's appraisal scheme;
- ▲ To comply with all college policies;
- ▲ To undertake appropriate training as and when required;
- ▲ To self-manage time to ensure all tasks are completed as directed by the line manager;
- ▲ To act as a role model for students particularly in dress, punctuality, behaviour, language and conduct.

Health and safety

You will:

- ▲ Adhere to school health and safety policies/procedures and current statutory health and safety requirements.

- ▲ Attend training as and when required for the purposes of safeguarding children and corporate safety.
- ▲ Ensure school is immediately notified of any issues that may affect your right to maintain enhanced clearance to work on the school site (DBS).

The college is committed to safeguarding and to the promotion of the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS disclosure with barred list information.

Person Specification

Deputy Designated Safeguarding Lead and Early Help Co-ordinator



	Essential or Desirable?	How assessed?
Knowledge		
Knowledge of relevant regulatory and legislative frameworks	D	Application Interview/selection process
Understanding of the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.	D	Application Interview/selection process
Knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.	D	Application Interview/selection process
Alert to the specific needs of children in need, those with special educational needs and young carers.	E	Application Interview/selection process

Skills		
Good standard of literacy and numeracy (at least GCSE English and Mathematics at Grade C (or equivalent)).	E	Application
Good administrative and ICT skills	E	Interview/selection process
Good database skills: able to enter, extract, analyse and present data	E	Interview/selection process
Able to persuade others	E	Interview/selection process
Able to negotiate with others	E	Interview/selection process
Able to relate effectively to young people and influence their behaviours	E	Interview/selection process
Able to work effectively with colleagues and form positive relationships	E	Interview/selection process
Able to travel to undertake work away from the normal workplace	E	Interview/selection process
Able to undertake occasional work outside normal working hours	E	Interview/selection process

Experience		
Experience of working with young people	E	Application
Experience of working in a school environment	D	Application
Experience of collaborative working with external organisations and agencies	E	Application
Experience of safeguarding and child protection work with the three safeguarding partners	D	Application
Evidence of continued professional development	E	Application

Personal Qualities		
Professional in manner, actions and appearance	E	Interview/selection process
Approachable	E	Interview/selection process
Empathetic	E	Interview/selection process
Tenacious	E	Interview/selection process
Flexible	E	Interview/selection process
Able to maintain confidentiality	E	Interview/selection process

The College

The Spires College is a co-educational, 11-18 bilateral school with a selective stream. It is situated in the Plainmoor district of Torquay, within the Local Authority of Torbay. There are currently



approximately 1160 students on roll, 35% of whom are in receipt of Pupil Premium funding. We are a friendly, caring college which puts the needs of our children at the heart of all we do. Academic progress is obviously vital but we also place a high value on the provision of enrichment opportunities that help our students to grow into responsible, confident and considerate young adults. Underpinning all of this are excellent standards of pastoral support and care that allow children to feel safe and valued.

The Spires College is one of very few schools in the country with bilateral streams. This allows us to take up to 60 students each year into a selective stream (out of a 210 PAN). Torbay is an area with a selective, grammar school system, where parents can choose for their child to take the '11+' test if they wish for them to apply for a place at one of the selective schools in the area. Our bilateral stream allows us to maintain a truly 'comprehensive' intake because it means we admit students of all abilities and backgrounds.



We have a modern, purpose-built building offering fantastic facilities for both students and staff alike. All full time teachers have their own classroom. We are committed to the professional learning of our teachers to ensure classroom practice is as good as it can possibly be. Every teacher follows a personalised CPD programme based on individual needs and interests, and

every teacher is involved in research and professional reading.



Previously Westlands School, the college was renamed The Spires College in 2015 to mark the significant changes that were taking place at the school. New leadership had instigated changes to expectations, policy and pedagogy by this point, and an outward-facing change was needed to demonstrate to the community just how

much things were changing for the better. An Ofsted judgement of 'good' in 2017 and a continually improving trend in outcomes followed. Today, the college is over-subscribed with a reputation for combining academic success with an inclusive, family-friendly approach. A further Ofsted inspection in November 2022 was overwhelmingly positive, and can be found on our website.

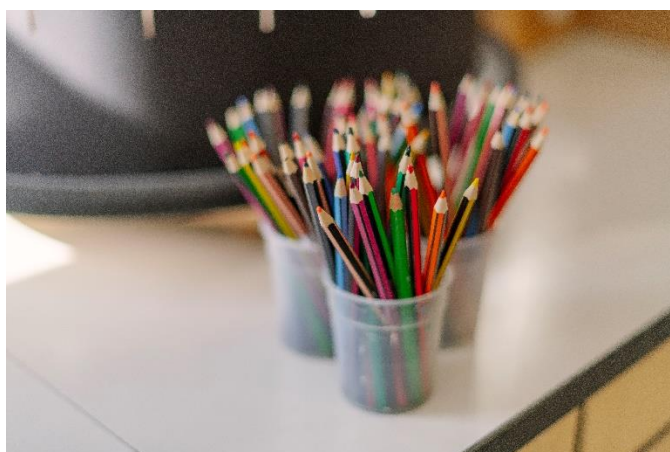
Staff Benefits

We organise College-life with staff well-being in mind. Centralised detentions and behaviour support allow teachers to focus on the most important things: teaching and learning. Our approach to teaching is based on an understanding of the positive impact of professional autonomy upon job satisfaction, and on the importance of allowing subject specialists to address the requirements of their own subjects in their planning. In this way, teachers are able to respond to the needs of the students in front of them.

The College invests heavily in staff CPD: a significant amount of time is dedicated to this. We have developed our own provision to support ECTs rather than relying on an 'off the peg' model; we prioritise the induction of all new staff and regard this as an ongoing process; all staff have an entitlement to high-quality CPD that addresses their own needs and priorities.

Other staff benefits include:

- ▲ Full membership of the Teachers' Pension Scheme or local government scheme. We also support staff to access high quality advice about their pensions.
- ▲ Access to a wide range of discounts at hundreds of big-brand online and high street stores.
- ▲ Salary sacrifice schemes to buy a new car or bicycle (these offer the opportunity to pay for these items from your gross salary saving the Income Tax and National Insurance contributions you'd normally make on this income).
- ▲ A salary sacrifice scheme to buy the latest technology or smartphone.
- ▲ Free staff access to the College fitness suite.
- ▲ Discounted gym membership at a commercial gym.
- ▲ Access to an employee assistance programme offering a 24 hour helpline and support with financial, legal and employment issues.



To give prospective candidates an idea of what it is like working at the college, we asked some of our more recently appointed staff to explain why they chose to work here and what their experience has been like. This is what they said...

Role:	Teacher of Music
Time at the College:	Joined September 2018

Why did you want to work here?

The Spires College appealed to me as it looked like an exciting and forward thinking place to work. The Spires was in its fourth year since rebranding as a College when I joined and I was really impressed by how much the school had achieved in such a short space of time. Compared with other schools in the area, The Spires stood out as being independent. This appealed to me, having experienced academy chains with a 'one size fits all' approach to education. At the time that the vacancy came up, I was looking to relocate and the location of the Spires College, being in Torbay attracted me to the area as well.

What was your interview day like?

I was impressed by how welcoming and friendly all of the staff and students that I met on the day were. Obviously I was nervous but I felt that because everyone I met was so friendly and genuine when I spoke with them, it helped to alleviate my nerves somewhat and it put me at ease. The structure of the day was well thought out and I felt that I had ample opportunity to learn all I wanted about the college and the post I had applied for.

One of the things that stood out to me was how open and sincere the leadership team were when they did the introductions to the college in the morning and during the interview. It felt refreshing to hear members of the leadership team speak so fervently and confidently about their own ethos around how education is delivered at The Spires College. It was really clear that a well-rounded and broad curriculum for children is the most important aspect of the College. In addition, the trust and faith in the teaching staff at the college was held in equal importance to this.

What are the most notable things about working here?

As I have mentioned previously, the trust that is put in the staff working at the college is excellent. I personally feel valued as a member of staff working here and the recognition I have received for the work I have put in has been very rewarding. I feel like there is a genuine sense of team spirit and all staff are working to the same goal of making the college the best place it can be for the children that attend. We are given excellent opportunities to take ownership of our personal staff development. It is something that the school have invested heavily in and I feel that I have opportunities to be reflective of my own practice and I am able to push myself and try to develop and share new ideas to improve my teaching. The way in which heads of year work with students, tutors and pastoral managers is really consistent and effective too. Working in the music department, I feel very lucky that we have access to a wide range of high quality instruments, rehearsal spaces and equipment. The space and facilities gives me the opportunity to be more creative when designing schemes of learning and allows me to offer a broader range of musical experiences to the students at the College. I have worked in several schools throughout my teaching career but I have never worked in a school that has such a good quality SEND department. There are a high number of support staff and all that I have worked with have been excellent in supporting students in my lessons.

Would you recommend working at The Spires College and why?

Yes. When I was appointed at The Spires, I took a step down from my previous role as a head of department and moved nearly 300 miles to work at the school. This was a difficult decision as it was a big move for me and my family and I had a good reputation in my previous school where I had built up a successful department over a number of years, so it was a lot to leave behind. It didn't take long for me to settle and feel happy at The Spires. As mentioned above, this is due to a number reasons but mainly because of how well the school runs. The children that attend are a diverse range of people with a great attitude and they are a pleasure to teach. I enjoy coming to work and feel valued as a teacher. I feel like the leadership decisions are carefully considered and made with the best interests of students and staff at heart. As a result, the direction that the school is moving in is positive and forward thinking. I feel valued, supported and happy in my role at The Spires College and would happily recommend it to anyone.

Role:	Director of Sixth Form
Time at the College:	Joined September 2019

Why did you want to work here?

Having worked in Torbay for 15 years before taking up the post at TSC, I was aware of the dramatic changes that had occurred at the College since it was rebranded. When the advert for the Director of Sixth Form position came up I spoke to friends and colleagues more about the College and was met with overwhelmingly ringing endorsements of what the College had achieved and what it stood for. When I visited the College for a tour I was really struck by the tangible air of positivity throughout the building; with the staff you meet upon arrival, the teaching staff, the building itself and, most importantly, the students, there is a real sense of community.

Upon visiting the College I was inspired and enthused by the real love of learning that is at the very heart of the community. The commitment to ongoing, meaningful CPD with individual personalised learning programmes gives the opportunity for teachers to engage with what they love – learning! Surely every teacher enters the profession because they love learning, not only the learning of students but their own continuous learning. It is what keeps us fresh!

What are the most notable things about working here?

1. The students! In a short space of time I was able to establish positive, meaningful relationships with students and, in doing so, we are able to work together to make a huge difference in their lives. This is a community where there is a broad demographic of students and one where there is a significant amount of deprivation. Working in this community it is clear that we are making a meaningful impact on the life of each student.
 2. The love of learning that is shared by all. The commitment to the holistic development of students is matched with a commitment to the holistic development of staff through professional development and personalised learning programmes.
 3. The staff – there is a real sense of community
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Role:	Assistant Head of Science
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Time at the College:	5 Months (at time of writing)
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Why did you want to work here?

The Spires College provided me with an opportunity to work in an ambitious, enriching and purposeful school. The college has a wide demographic of students which makes it a highly rewarding and challenging place to work. The huge number of extra-curricular activities available to all year groups demonstrated that the College places a high value in developing well-rounded young people.

What was your interview day like?

From the point I was offered my interview I felt valued and welcomed by the College. All communication was positive and gave me a real sense of the ethos of the College. My interview day was well organised, professional and allowed me to get a good understanding of the College. The Principal was on hand to answer questions, which she answered with great honesty, openly discussing strengths as well as weakness and areas for improvement. All staff I met on the day, from admin staff to SLT, were equally happy to engage in discussions about the school - highlighting the sense of community within the college but also the importance of the school in the wider community. I left my interview wanting the opportunity to work at the college, knowing that it would be a fantastic place to improve both as a teacher and as a leader.

Would you recommend working at The Spires College and why?

Yes, 100%. The Spires College is a unique place to work offering fantastic opportunities for staff development, but its core purpose is clear: it wants all members of its community to grow, learn, enjoy and excel.

Role:	Deputy Head of Creative Arts and Technologies, Teacher of Drama
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Time at the College:	Joined September 2016
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Why did you want to work here?

I was informed of an opportunity to work at the College by a former colleague and came over for a visit and tour. I remember being surprised on my arrival that this was done by the Principal. From the minute I entered the College and began discussing the journey the College was on and the future plans for the Creative Arts and Technologies Faculty with Alex, I knew this was a place that was moving forward. I was excited by the scope of opportunity the role would provide me and the vision and personal drive Alex had for the College.

What are the most notable things about working here?

The thing I always tell people about working at The Spires College is that in my entire time of working here I have never had a request turned down that I felt would enhance our students' experience at the College. Alternatives may be suggested and compromises may be made, but I have been astonished at the level of support given by the leadership team to allow me to succeed and ensure our students are given every opportunity to achieve on a national scale. I feel that as a College we work incredibly hard to support the whole student, not just at the times they enter our classroom, but in every aspect of that child's school life. This obviously

begins with the pastoral team, with which I have been lucky enough to work, who offer a level of care and attention that, at times, goes above and beyond the job description. Finally, the thing that makes this school such a pleasant and positive place to work, is that the staff as a whole, from the caretakers to the Principal, are all totally invested in working to make the College the best possible school it can be, and when so many people have such a clear common goal it creates an exciting and energising place to work.

Role:	Teacher of Geography
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Time at the College:	Joined September 2019
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Why did you want to work here?

I was first attracted to the College by the information pack created for the job advertisement. There was a clear sense that the school knew its own direction of travel and trajectory. The strong exam results the school had gained were evidence of the quality of the teaching here, and the clear emphasis on the importance of CPD tied in with my own teaching philosophy. Another feature that was really important to me was that I was looking for a school that had high expectations of both pupils and staff, and wasn't afraid to enforce these. Finally I was looking for a school that had clear structures and systems in place for the day-to-day running of the school, and it was easy to find these through the website and the plentiful communication to parents.

What was your interview day like?

The first thing I would say about my interview day is that the information presented to me beforehand was extremely helpful, and more thorough than any other interview I have been to, particularly regarding practicalities such as parking. Having some assistance with these areas really helped me to relax and focus on the tasks the day would involve. I was also helped beforehand by the class teacher whose class I was taking, as he was happy to help me with resources and understanding the class context before the day. On the day itself I was really impressed by the members of the SLT that I met, and the values that govern their approach. Their transparency was refreshing and confirmed my previous thoughts about the quality of the leadership at the school. The rest of the department I would be joining were also really friendly and welcoming, which helped to settle nerves! The school building also struck me as a nice environment to work in.

What are the most notable things about working here?

The quality of the professional development is very high and teachers are equipped individually and collectively to be the very best that we can be. New ideas and approaches are valued, whilst expectations are high of both students and staff. I feel that the department I work in is really well-resourced and that ambition to improve is widely shared amongst all staff.

Would you recommend working at The Spires College and why?

I would thoroughly recommend working here. I am excited by the journey the College is on, and the opportunities that we are able to present to our students. I can't think of a better context to work in if you are ambitious for your students and seeking to improve as an individual practitioner. And if you think that Torquay is too far for you to travel, don't! I live just off junction 27 of the M5 (close to Tiverton) and it takes me roughly 50 mins: it's definitely doable!

Role:	Teacher of Design and Technology
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Time at the College:	Joined September 2018
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Why did you want to work here?

I had a friend here who suggested that I applied for the job as she enjoyed it here so much.

What are the most notable things about working here?

The very supportive SLT and the great students.

Would you recommend working at The Spires College and why?

I would definitely recommend The Spires College as a place to work. In eighteen years of teaching I have never worked in such a supportive school. The SLT are approachable and supportive. My work colleagues have been nothing but friendly and inclusive. Last but not least the students, who have been welcoming and are extremely well behaved.

We also asked all staff how they feel about working at the college: what are the best bits and would they recommend it to others. Here's what they said...

Role:	Head of History
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Time at the College:	1 week! (at time of writing)
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As a new member of staff I would say that the support and the welcome I've received at The Spires College has been exceptional, not only from my own department but also from IT, SEN, Pastoral Support, Senior Leadership and Support/Admin staff.

Role:	Lead Practitioner for Mathematics
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Time at the College:	Eight years
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Would you recommend working at The Spires College and why?

I would wholeheartedly recommend working at The Spires College. Teaching here I feel valued as a professional, taking responsibility for my own development as a teacher through action research in a supportive environment where evidence-based practice is valued. There are opportunities for leadership experience and further professional development at every level; for instance, in the past year I have been supported through completion of the Chartered Teacher Programme, had experience in leading group coaching sessions for middle leaders, and led a strand of the college's professional development programme. There exist opportunities for progression within the College's leadership structure; within the last five years I have held several positions of responsibility in the mathematics department, culminating in my current position as Lead Practitioner, and I have also held the position of Acting Head of Year 11 and spent a year on secondment to the Senior Leadership Team.

Role:	Head of Year
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Time at the College:	Thirteen years
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Don't hesitate to apply! You will be working in a supportive environment that values the importance of continuous development, for staff as well as students. The opportunity for people to further themselves professionally and personally will be noticeable as soon as you enter the building.

Role:	Head of Year
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Time at the College:	Eighteen years
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It's a place where your opinion counts and you are given opportunities to flourish and develop as a teacher. The college is continually evolving into something bigger and better.

Role:	Teacher of ICT
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Time at the College:	1 term (at time of writing)
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I was apprehensive about moving to a new school but I did not need to worry. The Spires College has an excellent induction programme, meaning I felt very prepared before my first day. My department were incredibly welcoming and could not do enough to help me settle in. The school has given me great support with behaviour management and offers an extensive CPD programme. After one term, The Spires College definitely feels like the school where I belong.

Role:	Teacher of Geography
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Time at the College:	Nine years
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I really enjoy the level of enthusiasm from our students and the enjoyment they get from learning about new topics. Students are polite and inquisitive with a keen sense of identity to their local area and the College: an identify of which they are proud.

Role:	SEN Specialist Teacher
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Time at the College:	Four years
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The school has a lovely atmosphere, the kind of atmosphere where you feel empowered to work to the best of your ability. The staff are friendly and support one another all the time, no matter how small the query is.

Role:	Head of IT
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Time at the College:	27 years
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I feel the best thing about working at TSC are the people. Our students are fantastic and really value staff who care about them. The relationships between staff and students are what makes TSC the best place to work. This, combined with a staff team that support and look after each other, is why I love my job. Whatever I need to get my head around, there is always someone who is happy and willing to share their ideas, views or experiences. We are a team.

Role:	Teacher of MFL
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Time at the College:	Seven years
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The best things about working here are students who engage with staff, come to lessons with a smile and are keen to do well, and working with a team of passionate colleagues who love what they do.

Role:	Teacher of DT
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Time at the College:	Six years
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I have been teaching for more than 30 years and have worked in numerous schools in different areas of the country. I have been at The Spires College for 6 years and I can genuinely say this is the most supportive school I have ever worked in. SLT actually care about their staff's wellbeing and strive to make sure teachers have a work/life balance. They show empathy in dealing with teachers' needs beyond the classroom. Staff are supportive of each other and work across subject areas to deliver the best education possible for the students. I wouldn't want to teach anywhere else!

Role:	Pastoral Support Manager
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Time at the College:	Two years
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Having recently transferred from a primary to secondary school provision I cannot recommend The Spires College highly enough. From the warm welcome from both students and colleagues to the support provided on a daily basis, this is a truly an inspirational college to work in. I can honestly say every student counts and there is a real ethos of children first. It is a pleasure to be part of such an outstanding team whose focus each and every day is to support every student in reaching their full potential.

Role:	Teacher of Art
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Time at the College:	Five years
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I moved down from Nottingham and find the journey to and from work really good (half the time of trying to drive through a busy city centre).

I love the ethos of the school and its commitment to develop strong teachers. In comparison to other schools I have worked at, I find senior leaders are much more willing to listen to ideas and concerns and also allow teachers freedom to explore their own practice. So many other schools are becoming very prescriptive.

Role:	LSA
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Time at the College:	Five years
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Working at TSC has proved to be one of the most rewarding career choices I have made to date. I work with such lovely people, and there is a great sense of team spirit and camaraderie! Every member of staff is so well supported, whatever their role within the school community, and the enthusiasm we all have is reflected in the success of our students at all levels. TSC is a very well run school, and I'm so proud to be in a position to be involved in the college's continued success!

Role:	Teacher of MFL (ECT)
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Time at the College:	1 term (at time of writing)
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I have been at The Spires College for four months and I have received some truly amazing support from colleagues not just in my department but from other areas of the school as well. What I like most about working here is that I am encouraged to think for myself about how I can support our students. I am given the freedom to develop and try new ideas in the classroom, knowing that we are not just interested in immediate outcomes but the processes of learning instead. This means that I work in a department that is constantly thinking about how we can improve and make the language learning journey as productive and enjoyable as possible for our students. Alongside this, I have been overwhelmed by our students' genuine desire to develop into well rounded young adults (or the vast majority, at least!). We have an interesting, unique, and warm student base and it is a privilege to be able to help them through their journey into young adulthood.

Role:	Deputy Head of English
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Time at the College:	11 years
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For me, the most notable thing about working at the College, is the community that has been built. All of the staff genuinely care about the lives of young people and work really hard to make sure they are given the best possible chances. There is a huge amount of positivity among the staff and students in the College. The department I work in is collaborative and really supportive; they work with one another for the benefit of everyone. I would recommend working at The Spires College because it is genuinely a brilliant place to work. I really do love coming to work each day.

Role:	Teacher of History
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Time at the College:	21 years
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The strength of working at the Spires College is you're allowed to be a teacher! We all enter the profession because we want to educate young people about, and to express the beauty of, our subjects. The opportunity to nurture the learning of each pupil isn't available in too many schools now.

The Spires College isn't like most schools. Working here allows autonomy in teaching, whilst expecting each teacher to expand their own love of learning as well as their classes'. There are high levels of expectation, motivation and support to engage with professional learning in order to improve the learning environment for each student. That isn't to say that the expectation is to just regurgitate from academic literature: the expectation is to critically evaluate its worth in an educational environment and to make it fit the needs of our pupils and the subject that we teach.

In essence, if you want to teach, become a member of The Spires College team. You will not regret your application. Teaching is at the forefront of our ethos. The enjoyment of teaching and learning is our *raison d'être*. Combined, they produce a potent weapon and achieve results. The Spires College allows you to really focus on your practice and develop as a critical thinker, learner and teacher, whilst encouraging the students to do likewise.

Role:	Teacher of English
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Time at the College:	One year
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This is the best school I've worked at for its dedication to research and development of teachers. I've never had such a good CPD programme and I'm aware of so many more researchers and their work than ever before, which is having a direct and exciting impact on my own practice.

Role:	Administrative Roles
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Time at the College:	Seventeen years
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The Spires College is a real community within a community. Staff at all levels are very supportive of the children in our care and of each other: celebrating successes and coming together in times of adversity both professionally and personally. There is never any doubt that colleagues, whatever their role, will rally together and there is a genuine 'all hands on deck' approach whenever necessary.

The principal purpose of any school is, of course, the education of children and the consistent improvement in teaching and learning at TSC is evident from measures and outcomes.

However, less easily measured is care. As more responsibility for the personal welfare of children and their families is carried by schools I have witnessed this school step up to, and beyond, the mark to ensure that the pastoral care here is second to none. The school centres on the whole person in the knowledge that well supported and nurtured children will not only have better educational outcomes but will benefit socially and mentally. There is not a one size fits all mentality here and I believe that all of our students benefit because of that.

There can't be a much better endorsement than this being the school I have chosen for my own children to attend. I simply wouldn't want to work anywhere else.

How to apply

As a college, we are committed to safer recruitment and, as such, can only accept applications that are on the college application form. These are available on the website or as a download with all of our job advertisements. Please contact us if you have any difficulty accessing this. Please note that a CV is not required and will not be accepted as a replacement for a fully completed application form. Please complete all sections of the form **in full**.

The application form includes space for a supporting statement or letter of application. This is a really important part of the selection process and we weight it heavily in our short-listing process. Please use it to show how you have the skills, knowledge and experience to carry out the role for which you are applying to a high standard. Please also ensure it is written within the application form, rather than separately, and in a sensible font and size!

Your fully completed application should be returned to Nadine Osborne, the Principal's PA, **by 9 am on Monday 8 July 2024**, by email to: jobs@thespirescollege.com. Please title your email "Application for DDSL".

If you do not receive an acknowledgement of your application by the deadline, please contact the college.

If you would like to arrange a visit or have an informal, confidential discussion about the role please email: jobs@thespirescollege.com or telephone the college using the number below.

Thank you for your interest in this role.

The College is committed to safeguarding all of its students. All staff are required to adhere to our safeguarding policies and procedures and undertake a full enhanced DBS check.



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