



Uckfield College

Recruitment Information Booklet

Deputy Principal
L20 to L24

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Dear Candidate

We are delighted you are interested in applying for a role at Uckfield College and thank you for taking the time to discover more about life at our school. We recently advertised for a Deputy Principal - Aspirations and Expectations post but did not appoint. Consequently, we have reshaped our SLT and are now advertising a different role: Deputy Principal - Quality of Education (Teaching & Learning, Curriculum & Assessment and Raising Achievement). We have a large and experienced SLT who are able to take on a number of different accountabilities. The exact roles / accountabilities of this post will be dependent on the strengths / experience and CPD needs of the new postholder and the rest of SLT. It will involve whole school responsibilities and line management of some SLT, some Curriculum Leaders / subject areas, one or two Directors of Year and the quality of education and academic progress of one or two Year groups (Transition & Y7 or Y8 & 9). It is a whole school role and is excellent preparation for Headship roles. We welcome applicants with leadership experience of curriculum areas, teaching and learning, staff development, pastoral or raising achievement.

You will be working as part of a highly effective team to achieve outstanding:

- Teaching and Learning
- Achievement and Attainment
- Behaviour and Attitudes
- Personal Development
- Leadership (students and staff)

The attached SLT structure document also includes the other SLT roles, I also attach below a document detailing the pastoral structure. You will see that the amount of people and hours at all levels involved with the pastoral side of college life is second to none. You will also see that the support for curriculum development, pedagogy and staff professional development are also superb. You will be well supported in achieving our shared goals.

The staff here, both teaching and non-teaching, are excellent. They are utterly professional and deeply caring people who have a strong moral purpose to make a difference to young people. Students in lessons are ready and eager to work. It is no surprise that the results are so good. Both personally and professionally, I am very proud of the work they do. While we are a 'students first' college and students are what we are here for, our greatest asset is our dedicated staff who strive and frequently go beyond the 'call of duty' to develop and maintain the very special learning environment that is Uckfield College. We are a Super Curricular school, which means that every student in years 7-13 (including those who are disadvantaged or have special needs) has to do at least one Super Curricular activity a week. There is an exceptional range of exciting opportunities on offer.

I feel sure that you will identify Uckfield College as an energetic and successful place in which to work. One aspect that stands out is the tremendous support for teachers. There are comprehensive shared resources, detailed schemes of learning, weekly Joint Professional Learning Time (JPL), a new, innovative Professional Learning and Development (PLD) programme and our research informed, nationally recognised framework for teaching and learning, called Uckfield Excellence. Uckfield Excellence has been very well received when presented at national conferences. Our professional development programme is exceptional and every member of staff in our team has tremendous training for their support role, teaching post or leadership position.

I feel sure that you will identify Uckfield College as an energetic and successful place in which to work. If, after reading about us, you decide to apply for the post, then we look forward to receiving your application form. Applications will be processed in line with the dates provided and we will write to successful and unsuccessful candidates as soon as possible to inform them of their progress.

There is further information about the College, including Prospectus and an electronic version of the briefing booklet and application form available on our website: www.uckfield.college. If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via my PA, Toni Fletcher, on 01825 764844, extension 1002.



In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. Uckfield College is very much a team and I believe, fundamentally, a very happy and successful one.

We look forward to meeting short-listed candidates at interview.

Yours sincerely

Hugh Hennebry
Principal

Sara Marshallsay
Principal Designate (Sep 23)



About our College

Uckfield College is a rapidly improving school with excellent results, happy staff and students and highly engaged governors. In September 2022, Ofsted concluded that there was sufficient evidence that the school could be judged outstanding in a subsequent inspection. The lead inspector said 'this feels like an outstanding school'. We are expecting a follow up graded Ofsted inspection in one to two years and we are looking for a leader who can support the College to achieve the outstanding judgement the community of staff, students and parents deserve.



In the Ofsted feedback, the inspection team were full of praise for all aspects of College life:

- "The curriculum is very well planned, sequenced and developed."
- "Teachers make good use of assessment information to plan work that meets the needs of all pupils."
- "Teachers use technology highly effectively."
- "Teachers have worked collaboratively... to increase the level of challenge for pupils."
- "Teachers... ensure a consistent approach to feedback."
- "Pastoral leaders now have a more rigorous approach in place which ensures greater consistency across all year groups."
- "Pupils feel that their teachers listen to them in lessons and that they are well challenged."
- "Leaders have very high expectations."

Inspectors also said some wonderful things about our students:

- "The College Council is the most delightful group I have worked with in a very long time."
- "Pupils relish leadership roles."
- "Pupils are friendly, polite and there is a harmonious atmosphere in the school."
- "Pupils say that homework tasks extend their current learning and provide additional challenge."
- "Pupils appreciate the guidance their teachers give them and they say that they know very specifically how to improve their skills and knowledge."

Students are at the heart of everything we do. The positive relationships between teachers, parents and students have helped us to really sustain and drive significant improvements in recent years. We are very proud of our College and want to recruit a leader who will champion and celebrate our success, within the school and in the wider community.



Our Vision and Ethos

Our Vision: An inspiring College where every individual is supported and challenged to achieve personal excellence.

Our Aim: Is for everyone in our community to lead truly, deeply, happy, fulfilled and purpose-driven lives. Our curriculum is how we achieve those aims.

In feedback to the Lead Inspector during our last Ofsted Inspection, one parent summed up the ethos of the school as **"Encouraging the young people to love learning, be interested in the world around them, take care of it and take care of one another."**



Our Staff

We are exceptionally proud of our staff here at Uckfield College, both teaching and non-teaching. They are an amazing team who work together collegiately to support each other and help each and every one of us to be the very best we can.



Deputy Principal

Hours	Full Time
Commencement	September 2023
Contract	Permanent
Salary	L20 to L24 (<i>currently £70,733 to £78,010</i>)

The Application Process

We hope that after reading the information in this booklet you will be keen to apply to join our dedicated team of staff. If you would like to be considered for this role, please complete and return an East Sussex County Council Application Form, which is available electronically from our website. We will also be pleased to forward a hard copy of the application form to you if you prefer.

Please ensure that you submit your application by the closing date for this post of Wednesday 29 March 2023 at 9.00 a.m. We reserve the right to invite candidates for interview prior to the closing date and to close vacancies early if we have sufficient suitable applications. Therefore, we encourage interested applicants to apply as soon as possible. If you are short-listed for the post we will contact you to invite you to interview. The likely dates are Thursday 20 and Friday 21 April.

A tour of the College will be available at 9am on Friday 24 March. If you would like to discuss the post further, or book to join a tour of the College please do not hesitate to contact our HR Officer, Victoria Barden, on 01825 764844 extension 1008 or email hr@uckfield.college.

The Interview Process

We look forward to welcoming short-listed candidates on the interview day, when they will have the opportunity to find out much more about the College throughout the interview process. On the days you can expect the format to include:

Day 1

- Welcome from the team
- Meeting leaders
- How we will support you
- Carousel of interviews
- Informal meeting with some middle leaders
- Monitoring the quality of education
- In tray exercise
- Tour of the College

Day 2

- Candidate observation of a lesson
- Teach a lesson
- Informal meeting with SLT
- Deliver a 15 minute assembly
- Give feedback on the quality of education to a curriculum leader
- Safeguarding interview
- Presentation on 'Leading outstanding quality of education'
- Panel interview



We are committed to the safeguarding of children. References and Enhanced Disclosure and Barring Service checks will be conducted on the successful applicant. Please note this role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds.



Job Description

Job Title: Deputy Principal

Responsible To: Principal

We have a large and experienced SLT who are able to take on a number of different accountabilities. The exact roles / accountabilities of this post will be dependent on the strengths / experience and CPD needs of the new postholder and the rest of SLT.

Main Purpose of the Job

- To ensure the quality of Teaching and Learning, Progress and Achievement for all students is consistently excellent.
- To lead and be accountable for all aspects of the Ofsted framework (Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management) for some year groups and some departments.
- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal.
- To play a full part in the life of the College and its community, and to be a role model for staff and students.
- To support, promote and actively educate our students to embody:
 - o our Uckfield College Motto: Love Learning for Life
 - o our Vision: An inspiring College where every individual is supported and challenged to achieve personal excellence.
 - o our Aim is for everyone in our community to lead truly, deeply, happy, fulfilled and purpose-driven lives. Our curriculum is how we achieve those aims.
 - o our Values are reflected in the Uckfield Qualities (Integrity, Curiosity, Resilience, Kindness, Aspiration and Self-regulation)
- Make a significant contribution to the SLT Quality Assurance programme, including deep dives into personal development lessons, deep learning days, personal development time (PDT with Form Mentors and assemblies), learning walks, homework records and work scrutiny
- Build very strong and positive relationships with parents/carers and to embed a culture of 'closing the circle' with regards to communications and completion of the College's response to incidents

Strategic Leadership Team Purpose

- To promote our College vision: an inspiring College where every individual is supported and challenged to achieve personal excellence
- To turn our College vision into reality
- To promote our core beliefs that students are at the heart of everything we do and our staff are our most valuable asset
- To effectively implement our 3 Year Strategy and College Development Plan
- To actively promote our College values of teamwork, trust, respect, everyone matters, honesty, reliability and responsibility.



Job Dimensions

- Provide professional leadership and management across the College to secure its success and continuous improvement.
- Ensure high quality education and educational opportunities for all students;
- Achieve consistency with the College's 'high reliability' protocols;
- Promote outstanding teaching and learning;
- Improve progress, achievement and attainment.
- **SLT:** Play a major role under the overall direction of the Principal in:
 - achieving the aims and objectives of the College,
 - establishing the policies through which they shall be achieved,
 - managing staff and resources and monitoring progress towards their achievement,
 - undertaking any professional duties reasonably delegated by the Principal.
- **Students:** Accountable for the oversight of learning of all students, engaging and motivating in the classroom and building team commitment with colleagues.
- **Staff:** Accountable for the direct line management of a number of curriculum leaders
- **Resources:** Accountable for the various budgets allocated, e.g. staff development
- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal;
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment through the use of evidence-informed practice;
- To play a full part in the life of the College and its community, to support its mission and ethos of loving learning for life and to be a role model for staff and students.
- To ensure that academically, students make outstanding progress and achieve in line with our high aspirations for them

Whole School Leadership Accountabilities

As judged by our School Self Evaluation and by Ofsted:

- Quality of Teaching, Learning and Assessment;
- Comprehensive monitoring of the quality of Teaching and Learning by all SLT and TLR leaders across the College through:
 - Lesson and Personal Development Time observations
 - Work scrutiny
 - Learning Organisers
 - Learning walks
 - Teachers marking/assessment records (mark books)
 - Student voice interviews
 - Data analyses;
- Staff professional learning and development (Joint Professional Learning);
- Achievement, progress and outcomes for all learners in Key Stages 3 and 4;
- Effectiveness of Leadership and Management at all levels;
- Personal Development, Behaviour and Welfare, including the 'whole person' learning for life curriculum, e.g. SMSC, British Values, Prevent, PSHE, Careers etc.



Strategic and Operational Leadership, Planning and Implementation; to:

- monitor learning in the year group through Learning Walks and feedback from parents, staff and Student Voice,
- self-evaluate and review pastoral policies and practises through Learning Walks and feedback from parents, staff and Student Voice,
- create and implement whole school and year development plans,
- attend CL/DOY meetings and contribute to whole school policy development,
- lead, manage, coach and support the Pastoral Leader and team of Form Mentors,
- chair and keep records of agendas and action points of regular year team meetings,
- communicate and work closely with SLT and Governors over these key accountabilities.

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.



Job Description

Job Title:	Teacher
Responsible To:	Curriculum Leader

Main Purpose of the Job

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment through the use of evidence-informed practice.
- To play a full part in the life of the College and its community, to support its mission and ethos of realising potential and to be a role model for staff and students.

Job Dimensions

- Students: accountable for the oversight of learning of those students allocated to the post holder, engaging and motivating in the classroom and building team commitment with colleagues.

Key Accountabilities

Strategic Direction and Development: Lead, develop and implement teaching and learning policies, plans, targets and practices to ensure contribution to whole College improvement.

Where appropriate to:

- promote the general progress and well-being of individual students and of any class or group of students assigned to the post holder;
- use evidence-informed practice to improve outcomes in each area of the role;
- identify clear teaching objectives through planning and specify how they will be taught and assessed;
- set tasks which challenge students and ensure high levels of interest and expectations for each and every student;
- set clear targets and intervene, when appropriate, based on prior attainment;
- provide clear structures and routines for lessons which regularly review prior learning using effective strategies, e.g. retrieval practice;
- use regular, specific feedback, both verbal and written, to provide clear and meaningful improvement strategies to students;
- effectively scaffold the curriculum and use adaptive teaching to ensure all students can access and excel at tasks within each lesson;
- have routines which maintain high levels of pace, motivation and challenge;
- ensure students' working memory is kept on task through cognitive offloading strategies;
- maintain discipline in accordance with the college's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- use college strategies to improve literacy in all lessons, e.g. the explicit teaching of Tier 2 vocabulary;
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate own teaching critically to improve effectiveness;
- ensure the effective and efficient deployment of classroom support through explicit guidance;
- prepare students for public examinations where relevant;
- register the attendance of students in lessons in line with the college policy.

Leading and Managing Staff: provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning.

Where appropriate to:

- use performance data to evaluate students' progress and set appropriate targets for improvement;
- use strategies to promote self efficacy for every adult in the college;
- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- promote the use of educational research to improve both student and staff outcomes;
- mark and monitor students' work and set targets for progress;



- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the students achieving;
- undertake assessment of students as requested by examination bodies, departmental and College procedures;
- prepare and present informative reports for parents and other external agencies as appropriate;
- make records of reports on the social needs of students;
- provide or contribute to oral and written assessments, reports and references relating to individual and groups of students.

Curriculum Development

- Contribute to the development of Schemes of Learning and lesson planning within the curriculum area which are inline with the subject's curriculum intent.

Teaching and Learning: secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.

- Have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the College;
- establish effective working relationships, with students and staff, and set a good example through own presentation and personal and professional conduct;
- endeavour to give every student the opportunity to reach their potential and meet high expectations;
- to use strategies to promote self efficacy for all students;
- monitor student progress and implement intervention strategies;
- be committed to safeguarding and promoting the welfare of students in all lessons and related activities, and develop and implement policies and practices which reflect the College's commitment to every child;
- provide guidance and advice to students on educational and social matters and on further education and future careers;
- maintain good order and discipline among students and safeguard their health and safety when they are engaged in authorised College activities elsewhere;
- participate in arrangements for students presentation for examinations;
- supervise and so far as practicable teach any students whose teacher is not available to teach them following the current Pay and Conditions;
- participate in meetings at the college which relate to the curriculum, administration or organisation of the college.

Communication

- Communicate and consult with the parents of students and Governors where appropriate;
- communicate and cooperate with persons and external agencies and participate in meetings arranged for any of the purposes described above;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review Days and events with partner schools;
- contribute to the corporate life of the College through effective participation in meetings and management systems necessary to coordinate the management of the College;
- cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the College, department and students.

Deployment of Resources

- Review from time to time own methods of teaching and Schemes of Learning;
- participate in arrangements for own further training and professional development as a teacher;
- participate in arrangements for own supervision and training whilst serving in an induction period;
- participate in arrangements for the appraisal of own performance and that of other teachers;
- take responsibility for own professional development and duties in relation to College policies and practices;
- contribute to the professional development of other teachers e.g. the induction of new teachers.

Quality Assurance

- Embed the College's High Reliability practices in order to sustain and develop high quality teaching and learning.

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.



This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.



Person Specification: Deputy Principal

	Essential Criteria	Desirable Criteria
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Graduate 	<ul style="list-style-type: none"> • Evidence of significant and relevant further professional development
Experience	<ul style="list-style-type: none"> • Leadership experience • Use of strategies to have successfully raised student achievement • Evidence of the impact of your leadership • Responsibility for developments that have improved student progress • Track record of excellent teaching in secondary education 	
Personal	<ul style="list-style-type: none"> • Outstanding classroom teacher • High quality interpersonal skills • Team player • Flexible • Proactive and able to make decisions • Ambitious, personally and for the College • Positive 'can do' attitude • An educational vision focused on students • Excellent range of communication skills; listening as well as speaking, presenting, writing 	



Strategic Leadership

Structure, Organisation and Accountabilities

Principal: Hugh Hennebry

- ❖ Whole College strategic direction
- ❖ Ultimate accountability for students' progress, achievement and attainment
- ❖ Overall responsibility for School Self Evaluation and Review
- ❖ Whole College Development Plan
- ❖ Overall responsibility for Quality of Teaching and Learning
- ❖ Quality of Leadership across the College
- ❖ Overall responsibility for Raising Achievement
- ❖ Governors
- ❖ DPO / GDPR (with Toni Fletcher)
- ❖ Chair of Acres board
- ❖ Alliance and partnership working
- ❖ Primary Headteachers' liaison
- ❖ College budget, finance, facilities and resources
- ❖ Community and communications. Reputation (Press releases / Marketing / Website / Social Media / Parental communication)
- ❖ Prospective Sixth Form and Prospective Y7 tours
- ❖ Departmental reviews
- ❖ IT strategy
- ❖ Parent Voice
- ❖ Overall responsibility for staff mental health and wellbeing.
- ❖ Staff appointments & promotions. Staff handbook.
- ❖ Staff mental health and emotional wellbeing. Staff workload.
- ❖ College Council
 - *Sara Marshallsay*
 - *Martin Bradley*
 - *Sarah Bamford*
 - *Jez Davison*
 - *Hannah Butcher for Pastoral*
 - *Caroline Tucker*
 - *Toni Fletcher*
 - *Helen D'Silva (ACRES)*



Head of School: Sara Marshallsay

- ❖ SLT development, effectiveness and impact
- ❖ T&L Pedagogy and Practice (Uckfield Excellence)
- ❖ Whole staff Professional Learning and Development, PLD days, T & L support materials for staff
- ❖ New staff induction programme. New staff induction booklet
- ❖ Joint Professional Learning Time
- ❖ Leadership & management development.
- ❖ Curriculum development lead
- ❖ Self Evaluation & Review: a) whole college b) departmental c) pastoral
- ❖ Development Plans: a) whole college b) departmental c) pastoral
- ❖ SEF & Ofsted
- ❖ Monitoring Student Progress, Analyses and Intervention - RAFA KS5
- ❖ Whole College Staffing and Timetable (with Jamie Bowie)
- ❖ Options Process (with Jamie Bowie)
- ❖ Deep Learning Days (with Jamie Bowie and Amanda Roberts)
- ❖ Super-curricular (with James Harvey)
- ❖ STEAM (with Rebecca Elliston and Marica Dowell)
- ❖ Staff safeguarding
- ❖ Staff mental health and emotional wellbeing. Staff workload.
 - English
 - Maths
 - Science
 - *Gemma Fassam / Sam Alvarez (Wed)*
 - *Jamie Bowie (staffing, options, timetable)*
 - *James Harvey (super-curricular)*
 - *Polly Allen (oracy)*
 - *Dave Brunson (PLD resources)*



Martin Bradley, Deputy Principal - Y7-9 (Teaching & Learning and Raising Achievement Lead)

T&L: Assessment (AfL, recording and reporting), PIN

Marking and feedback, Life Beyond Levels, Learning Targets , Teacher markbooks

CLs common agendas

Quality Assurance: Work scrutiny, book looks with students, mark books

Target setting (whole college, dept and student)

Monitoring Student Progress, Analyses and Intervention -

RAFA Y7-9. Closing the Gaps Y7-9 (PP, SEND, LAC)

Catch Up Premium. En, Ma and other Subject tuition Y7-9

Homework / Google Classroom / Homework timetable

Reading

Together to Achieve eves Y7-9

IMS review (with Jamie, Rob, David). SMID

Primary Liaison, Transition, Open Evening

Enrichment Week and staffing timetable

Competition / Sports Day (with PE)

Staff surveys (and QA of parent and student surveys)

Staff mental health and emotional wellbeing. Staff workload

PTA

- Design Technology
- Computing: Digital literacy curriculum. Teaching and Support staff professional development. T&L Pedagogy and Practice, inc screens, visualisers, G classroom, chromebooks, behaviour for learning with chromebooks
- PE
- Dance
- Drama
- Music
- *Jamie Bowie (assessment, recording & reporting)*
- *Jenny Buckland, Reading Champion*

Sarah Bamford, Deputy Principal - Y10-11 (Teaching & Learning and Raising Achievement Lead)

T&L: Quality of Teaching data & Teacher profiles, Instructional Coaching, staff mentoring, teacher area of pedagogical development & peer lesson observations/ IRIS

Schemes of Learning

Differentiation / Structured Steps & Stretch / Challenge

HPA / Exceptional students

Line management and Performance Appraisal

Staff individual CPD

Together to Achieve eves Y10-11

Quality Assurance: High Reliability, Departmental

Deep Dives, Lesson obs, Learning Walks, Pupil

Pursuits, Student Voice

Monitoring Student Progress, Analyses and

Intervention - RAFA Y10-11. Closing the Gaps Y10-11 (PP, SEND, LAC). En, Ma and other Subject tuition

Y10-11. Overall Intervention budget

ITT (with Carla Taylor). Schools Direct, SCITT,

Teaching school, Apprenticeships

Educational Trips and Visits

Educational networks e.g. SSAT, Leading Edge, PiXL

Calendar/ College Diary/ early closures/ diary changes/ 1265 hrs

Cover/ supply/ lieu days/ staff absence

Staff mental health and emotional wellbeing. Staff workload

- MFL
- History
- Geography
- Art & Photography
- Media / Film
- Bus / Ec
- *Raising Achievement Leader*
- *Lucy Griffin, Lead Practitioner*
- *Cover Supervisors*
- *Nicky Leszniwskyj (EVC)*



Gemma Fassam, Assistant Principal - Head of Sixth Form

Head of Sixth Form

Teaching and Learning: KS5 pedagogy and practice

Quality Assurance of Sixth Form Teaching and Learning

Sixth Form Development Plan

KS5 Curriculum and Options

6th Form Open Eve

6th Form TTA & Celebration Eves

6th Form recruitment, induction and enrolment. 6th

Form numbers

Monitoring Student Progress, Analyses and Intervention

- RAFA Sixth Form

Business Links & Chamber of Commerce

PiXL KS5 lead

Achievement and Attainment in Sixth Form

Homework and independent study KS5

KS5 PDT and PSHCE

KS5 Attendance

UCAS lead

6th Form Student Leadership & 6th Form Council

KS5 Celebration, rewards

KS5 Sanctions

Sixth Form in year admissions

Deputy DSL Sixth Form CP/Safeguarding lead

ECT Manager

- *Directors of Sixth Form*
- *Early Careers Teachers*
- *Politics / Philosophy*
- *Psychology / Sociology*

Jez Davison, Assistant Principal - Aspiration & Expectations.

Jez will become the new Lead Practitioner - Behaviour for Learning. This AP post will transform into the new Deputy Principal - Aspirations and Expectations post.

Teaching and Learning: CPD on Pedagogy and Practice (Behaviour for Learning)

Personal Development, Behaviour and Attitudes

Personal Development Curriculum (with Amanda

Roberts) Prevent, SMSC, Character, British Values,

PSHCE, STEAM and their delivery through PDT, Life

Learning and Deep Learning Days

Student Culture

Parent and Student surveys

Every Second Counts

Mentoring and Mentoring materials

MyACE and Electronic Learning Organisers

Quality Assurance PDT & Mentoring Y7-11

Celebrating success with staff, students and parents /

Rewards

Y7-11 Celebration and Option Eves

Student Leadership

Behaviour systems, policies and procedures

Standards (including uniform) and conduct

Restore, Sanctions, Detentions, Exclusions

Direction and QA of lunch/ break/ before/after school supervision

Behaviour Partnership, S2S trials & transfers

In year admissions Y7-11

Deputy DSL Y7-11

Pastoral SEF and development plans

SLT and DOY Assemblies

Parents' Eves Y7-13

Recruitment of Year 11s into 6th Form

- *Directors of Year Y7-11*
- *Amanda Roberts (Personal Dev Director)*
- *RS / Life Learning*

Assistant Principal: Teaching & Learning

New role. See this recruitment booklet for main accountabilities.

A complete list, including line management, to be arranged as we review the strengths of the new SLT and we write the Development Plan for 2023/24.

Assistant Headteacher: Raising Achievement

New role. See recruitment booklet for main accountabilities.

A complete list, including line management, to be arranged as we review the strengths of the new SLT and we write the Development Plan for 2023/24.



Hannah Butcher, Assistant Headteacher - Inclusion & Engagement

Teaching and Learning: Pedagogy and Practice (Behaviour for Learning)

Personal Development, Behaviour & Attitudes (with Aspiration and Expectations lead)

Behaviour and Character Development interventions e.g.

Resilience e.g. Restore rehabilitation

MHEW strategy. Senior Mental Health Lead (students).

DSL CP/Safeguarding lead

Young Carers

LAC

Pupil Premium

NEETs

Uniform standards

Attendance, punctuality

- Learning+ (SEND & EAA)
- *Pastoral Leaders (Years 7-11)*
- *Chris King (College Counsellor)*
- *Resilience Coaches*
- *Attendance Officers*

Jamie Bowie, Assistant Headteacher - Data, Exams & Timetable

Effective use of data KS2-5

Leadership of data, systems and analyses. Data, analyses and returns.

Quality Assurance of assessment data from Curriculum teams

Recording & Reporting

Monitoring student progress

SIMS

Exams

Attendance data

Options

Timetable

Curriculum and staffing analyses

Deep Learning days - timetabling and staffing (with Sara Marshallsay)

Staff duty rotas

- SIMS data team
- Exams team

Assistant Head: Caroline Tucker

- ❖ Learning Environment
- ❖ Buildings
- ❖ Critical Incidents
- ❖ Health and Safety / whole staff CPD re H&S e.g. minibus, first aid etc
- ❖ Facilities, Utilities and Services
- ❖ Catering, grounds and cleaning contracts
- ❖ Whole College Finance & Budgeting
- ❖ Support staff CPD
- ❖ Lettings
- ❖ IT Systems (Effective work practices, communication systems throughout the College, 1:1 devices to enhance T&L, hardware, software, IT budget, IT developments)
- ❖ All Weather Pitch / Tennis
 - Finance team
 - Caretaking team
 - Tony Martin and IT Technician team



Hugh Hennebry, Principal

- Ultimate accountability for students' progress, achievement and attainment
- Currently line managing the pastoral, personal development, behaviour, mental health and emotional wellbeing and welfare team
- Exclusions
- College Council
 - ◆ *Martin Bradley - Deputy Principal KS3*
 - ◆ *Sarah Bamford - Deputy Principal KS4*
 - ◆ *Sara Marshallsay - Head of School KS5*
 - ◆ *Jez Davison - Aspirations and Expectations*
 - ◆ *Hannah Butcher - Inclusion*

Year 7-11 Team

Martin Bradley, Deputy Principal - Year 7-9

- Monitoring Student Progress, Analyses and Intervention - RAFA Y7-9. Closing the Gaps Y7-9 (PP, SEND, LAC)
- Catch Up Premium. En, Ma and other Subject tuition Y7-9.
- Quality Assurance PDT & Mentoring Y7-9
- Primary Liaison, Transition
- Open Evening
- Enrichment week (with Jamie Bowie)
 - ◆ *Jamie Bowie (assessment, recording, reporting)*

Sarah Bamford, Deputy Principal - Year 10 and 11

- Monitoring Student Progress, Analyses and Intervention - RAFA Y10-11. Closing the Gaps Y10-11 (PP, SEND, LAC). En, Ma and other Subject tuition Y10-11.
- Quality Assurance PDT & Mentoring Y10-11
- Self Evaluation & Review: a) whole college b) departmental c) pastoral
- Development Plans: a) whole college b) departmental c) pastoral d) individual
- SEF & Ofsted
 - ◆ *Director of Year 11 (Eoin Mitchell)*
 - ◆ *New Assistant Headteacher - Raising Achievement*

Jez Davison, Assistant Principal - Aspirations and Expectations

- Teaching and Learning: CPD Pedagogy and Practice (Behaviour for Learning)
- Personal Development, Behaviour and Attitudes
- Student Culture
- Celebrating success with staff, students and parents / Rewards
- Y7-11 Together To Achieve, Celebration and Option Eves
- Student Leadership
- Behaviour systems, policies and procedures
- Standards and conduct
- Restore, Sanctions, Detentions, Exclusions
- Direction and QA of lunch/ break/ before/after school supervision
- Behaviour Partnership, S2S trials & transfers



- Mentoring and Mentoring materials
- MyACE
- In year admissions Y7-11
- Pastoral SEF and development plans
- DOY Assemblies
- Parents' Eves Y7-13
- *Directors of Year Y7-10*
- *Personal Development Curriculum: Prevent, SMSC, Character, British Values, PSHCE, STEAM and their delivery through PDT, Life Learning and Deep Learning days (Amanda Roberts)*

Hannah Butcher, Assistant Headteacher - Inclusion & Engagement

- Teaching and Learning: Pedagogy and Practice (Behaviour for Learning)
- Personal Development, Behaviour & Attitudes (with Aspiration and Expectations lead)
- Behaviour and Character Development interventions e.g. Resilience e.g. Restore rehabilitation
- MHEW strategy
- DSL CP/Safeguarding lead
- Young Carers
- LAC
- Pupil Premium
- NEETs
- Extra-curricular clubs / activities
- Attendance, punctuality
- *Pastoral Leaders (Years 7-11)*
- *Chris King (College Counsellor)*

Each year group has a teaching DOY and a non-teaching PAL

Rhian Elsdon - Director of Year 7

Tracey Cheal - Pastoral Leader Year 7

Rebecca Turner - Director of Year 8

Laura Burton - Pastoral Leader Year 8

Beth Brown - Director of Year 9

Diane Ricketts - Pastoral Leader Year 9

Sarah Shipley - Director of Year 10

Richard Stonebanks - Pastoral Leader Year 10

Eoin Mitchell - Director of Year 11

Jo Ogden - Pastoral Leader Year 11

Nicola Bennett - Resilience Coach

Jane Woodfine - Resilience Coach

Helen Lovell - Attendance Officer

Sam Egbochue - Curriculum and Attendance Officer



Sixth Form team

Sara Marshallsay, Head of School - Sixth Form

- Monitoring Student Progress, Analyses and Intervention - RAFA KS5
- Options Process (with Jamie Bowie)
 - ◆ *Jamie Bowie (staffing, options, timetable)*
 - ◆ *Gemma Fassam*

Gemma Fassam (Head of Sixth Form - Assistant Principal)

- KS5 Curriculum and Options
- 6th Form Open Eve
- 6th Form TTA & Celebration Eves
- 6th Form recruitment, induction and enrolment. 6th Form numbers
- Monitoring Student Progress, Analyses and Intervention - RAFA Sixth Form
- PiXL KS5 lead
- Achievement and Attainment in Sixth Form
- KS5 PDT and PSHCE
- KS5 Attendance
- UCAS lead
- 6th Form Student Leadership & 6th Form Council
- Business Links & Chamber of Commerce
- KS5 Celebration, rewards
- KS5 Sanctions
- Deputy DSL Sixth Form CP/Safeguarding lead
- *Directors of Sixth Form*
- *6th Form Pastoral Leader*
- *6th Form Admin*

Sam Alvaraz - Director of Sixth Form

- Achievement and Attainment of vocational subjects and students.
- Academic monitoring and coordination of interventions for Level 2 and Level 3 Year 12 and Year 13 Vocational Pathway students (140 students approx)
- Chair BTEC teachers' meetings and be the quality nominee for BTEC KS4 and KS5.
- Lead, develop and monitor consistency, teaching and learning in KS4 and KS5 vocational subjects with CLs and subject teachers.
- Chair RAFA meetings (RSL work with subject teachers and interventions)
- Behaviour and Standards in the Sixth Form.
- UCAS (support)
- Deep Learning Days (support)
- Y12/13 assemblies
- QA and curriculum for PDT in Years 12 and 13 (support)
- Recruitment, enrolment, induction of sixth form students. 6th Form numbers.
- Sixth form trips and events support
- Safeguarding (support)
- On Call



Ben McLachlan - Director of Sixth Form

- Achievement and Attainment of one year group - Year 12 A level students (rotating to Y13 the following year).
- Academic monitoring, coordination of interventions for Year 12 A-Level Pathway students (130 students approx)
- Chair Year 12 mentor meetings
- Attend Year 12 RAFA meetings
- Sixth form Deep Learning Days (lead)
- The Wealden Cup
- EPQ (between 60 and 70 students)
- Leader of AMA student Y7-Sixth Form support / mentoring. Erudite/medics/Oxbridge/Russell Group programmes for identified students
- Vespa for Year 12/13
- Y12/13 assemblies
- Behaviour and Standards in the Sixth Form
- QA and curriculum for PDT in Years 12 and 13 (lead)
- Recruitment, enrolment, induction of sixth form students
- Sixth form trips and events support
- Safeguarding (support)
- On Call

Steve Simmons - Director of Sixth Form

- Achievement and Attainment of Year 13 A level students (rotating to Y12 the following year).
- Academic monitoring of Year 13 A-Level Pathway students (130 students approx)
- Chair Year 13 mentor meetings
- Attend Year 13 RAFA meetings
- Y12/13 assemblies
- Behaviour and Standards in the Sixth Form
- QA and curriculum for PDT in Years 12 and 13 (support)
- UCAS (support)
- Recruitment, enrolment, induction of sixth form students
- Sixth form trips and events (support)
- Deep Learning Days (support)
- Safeguarding (support)
- On Call
- Whole College Careers:
 - a. Independent careers guidance from year 8 to year 13
 - b. Opportunity for range of education and training providers to access students from year 8 to year 13
 - c. Achieve the Gatsby Benchmarks by the end of 2020, including offering every young person seven encounters with employers
 - d. Lead the careers programme across the College
 - e. Line manage Stephanie Aguilera and work with Mel Izzard

DArcy Brown - Sixth Form Pastoral Leader



Key accountabilities of Directors of Year (DOYs) and Directors of Sixth Form (DOSFs)

- **Monitoring Students' Academic Progress:**

- monitor students' academic progress and put in place effective intervention, particularly for PP students
- coordinate praise and rewards for those students who are making good progress,
- coordinate appropriate intervention strategies for those students who are not fulfilling their potential,
- lead a team of Mentors and Support Staff to monitor a range of indicators of student learning and progress, e.g. homework, attendance, punctuality, reports from teachers, praise and concern etc.,
- coordinate with Curriculum Leaders and Subject Teachers over the progress of individual students,
- lead mentors to support students in the setting and working towards their targets.

- **Students' Personal, Social and Moral Development**

- know all students in the year group as well as possible and to display warmth, openness and personal support,
- lead the teaching of the Uckfield Qualities values with the year group through assemblies and PDT programme,
- promote positive relationships,
- be a role model for students,
- provide guidance, counselling and mentoring with a focus on PP students
- encourage all students to take up opportunities for leadership and responsibility,
- ensure the appropriate referral of students and to liaise both with colleagues and external agencies over matters of student welfare.

- **A strong, positive learning ethos**

- organise and lead assemblies in accordance with statutory requirements and College policy,
- promote celebration, rewards and motivation policies and practices,
- ensure there is a strong sense of identity within the year group,
- ensure each student's achievements and developments are monitored and celebrated, especially PP students,

- **The maintenance of high standards within a year group**

- This includes high standards of work, learning, attendance, punctuality, behaviour, appearance/uniform and homework/independent study.

Key accountabilities of Pastoral Leaders (PALs) - no teaching timetable

1. Deputy DSLs / safeguarding / child protection
2. Pastoral welfare - (Character interventions and emotional and mental health)
3. Behaviour and consequences (including standards of uniform)
4. Attendance and Punctuality



Role of Form Mentor, Pastoral Leader and Director of Year

The role of the Form Mentor/Sixth Form Mentor

- Monitoring academic progress
- Learning Mentor
- Praise and Intervention strategies
- Know each student – Information, advice and guidance
- Know each student – Support with problems
- Setting standards of work, behaviour, punctuality, uniform, personal organisation, independent study habits, homework, meeting deadlines
- Encourage personal growth (extra-curricular activities / team days & trips / Life Learning (PSHCE)
- Team leader for Mentor group, supporting learning and motivation issues, mentoring, promoting team ethos through personal development time activities, offer challenge and support to every tutee

The role of the Pastoral Leader

- Student Welfare and Well-being
- Supporting students' welfare, well-being and self-esteem so they can achieve their potential. Intensive mentoring, anger management, mentoring etc. for students.
- Student Motivation, Behaviour, Uniform and Personal Development
- Liaising with key colleagues to ensure students motivation and behaviour for learning is positive, issues are picked up, resolved or referred. Implementing interventions, to support positive behaviour, particularly out of lesson behaviour. Maintaining high standards of uniform. Both behaviour and uniform interventions to be part of our team approach.
- Building long-term supportive relationships with parents / carers
- Supporting the development of stable, positive and effective working relationships with parents. To be the first point of contact for parents for queries, problems, issues or information. To coordinate any responses / replies to parents.
- Attendance and Punctuality
- Monitoring attendance and punctuality and leading interventions as part of a team approach.

The role of the Director of Year

- Mentor Leadership / Coaching role – Supporting training for Mentors
- Leading and managing a team of Mentors and identifying issues and seeking solutions in Mentor-mentee relationships. Creating a year team ethos.
- Learning and Teaching focus
- Academic monitoring of the learning progress of all students in the year group. Central co-ordinator of intervention strategies for their year group.
- Ethos leadership
- Defining (as a sub-set of the Uckfield College ethos) the year ethos and developing themes and stories that reflect the ethos of the year group community.
- Team / Relationship leadership
- Leading the year team in a strategic direction that acknowledges the development and growth of students, ensuring that messages are coherent but tailored for the different audiences as students go from child – through adolescent to young adult.
- Building strong, professional relationships between parents, college staff and students.



The Application and Appointment Arrangements

We look forward to receiving your application which should be returned to Victoria Barden, HR Officer at Uckfield College, hr@uckfield.college. Your application should comprise:

- A letter of application which includes reference to those aspects of your experience, personal qualities, knowledge and skills which will equip you for these roles;
- A fully completed application form.

The closing date for receipt of completed applications is Wednesday 29 March 2023 at 9.00 a.m. Short-listing will take place shortly afterwards. If you are short-listed for the post we will contact you to invite you to interview. The likely dates are Thursday 20 and Friday 21 April.

If you require any further information please contact Victoria Barden at Uckfield College on 01825 764844, extension 1008 or email hr@uckfield.college. Alternatively you may contact Toni Fletcher, PA to the Principal, on 01825 764844, extension 1002, or email t.fletcher@uckfield.college.



Uckfield College

Love Learning for Life



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