



Warden Park
'The Best From All'



Information for Prospective Candidates

For the post of

Head of Community

Full time, permanent, required for 1st September 2024.

For teachers the teacher pay scale is: SLT1-9 (TMS equivalent) £30,000 - £46,525 per annum and the role attracts an additional TLR 1b (currently £11,1386 pa)

For non-teachers the pay scale is: SLT Grade I/J £33,024 - £37,336

(Required from 1st September 2024, or earlier)

March 2024

Dear Potential Candidates

Thank you for your interest in this teaching vacancy and I hope that the information contained in this pack helps answer your questions about the post and the academy, and that this leads to an application from you.

The most important thing you need to know is that Warden Park Secondary Academy is a fantastic school to work in! The academy is very well respected in the local community, has a long tradition for excellence and our students' outcomes are very strong. Our students are excellent - generally above average ability on intake they have an excellent work ethic, standards of behaviour are very high and they are enthusiastic in their support of the academy evidenced, for example, by the very high numbers who engage in extracurricular activities. You will therefore not be surprised to hear that the academy is significantly oversubscribed for the 300 places on offer in Year 7 each year. Places in our excellent Special Support Centre (SSC), which caters for 24 students with Education Health and Care Plans, are equally sought after.

Warden Park Secondary Academy and Chichester Free School, along with three local primary schools, Woodgate Primary School, Warden Park Primary Academy and Northlands Wood Primary, make up the Sussex Learning Trust. The four Headteachers work closely and opportunities for partnership work across the curriculum are evolving as the Trust develops.

There is excellent pastoral care in the school coordinated by a very experienced team of colleagues who oversee our five Communities - Africa, Americas, Asia, Europe and Oceania - and who contribute to ensuring that, even in a large academy such as ours, every student is known and well-cared for.

There is a strong focus in the academy on developing excellent teacher practice. We are a research driven learning institution and our professional development is focused on reviewing best practice and carrying out our own research in order to improve the quality of teaching in our classrooms. Being professionally curious and keen to build strong professional relationships with colleagues are important characteristics that we seek and these are evident in the teachers that thrive here. It is equally important that teachers are able to capture and excite the imagination of students through their subject teaching, role modelling academic excellence and good character.

Through our curriculum we aim to personally empower students by developing in them the ability to act in pursuit of positive personal fulfilment. Our approach is underpinned by a belief that:

- Strong academic outcomes provide students with the foundation to excel in the next and future stages of their learning.

- Highly developed character virtues provide students with the means to develop positive emotions, build and sustain positive relationships, find purpose and meaning in their lives and feel a sense of accomplishment.

By achieving this, we ensure that our students leave well-equipped to be successful in the next phase of their learning and, beyond that, to be confident and empowered with the character virtues, skills and capabilities to go on to be successful employees, citizens, partners and parents. These are equally important life-long outcomes for us.

Further details about our values, culture, ethos and ambitions can be found on our website.

The Communities Structure

Head of Community is a key role within our pastoral structure which is now in its second year of operation. We want our students to have a strong sense of belonging during their five years with us and we broke away from the traditional year group system to operate a vertical “communities” style pastoral system.

Our vision was that each community would have students in it from each year group. Therefore, each of the five communities consists of two tutor groups from each year group - ten tutor groups in all totalling approximately 310 students.

As well as promoting the idea of students of different ages working together we wanted our communities to be significantly named, so that students would also gain important educational value from them. Our communities are named after global regions, Africa, Americas, Asia, Europe and Oceania. This provides endless opportunities for students to learn about and experience their regions culture, history, music, food, languages etc.

Practically each community is led by a Head of Community, Deputy and Assistant Heads of Community, who are all teachers and a Pastoral support officer, who is a non teacher and based permanently in the community office.

Job Description

Job purpose:

Have responsibility for the pastoral care and tracking of students’ academic performance in a community.

Areas of responsibility and key tasks

Pastoral:

- Strategic direction and development of the community with the support of, and under the direction of, the Assistant Headteacher (Standards).
- To be responsible for the safeguarding of all students in the community liaising with the Designated Safeguarding Lead as required
- To lead and support the Deputy Head of Community, Assistant Head of Community, Pastoral Support Officers (PSO) and the tutor team in ensuring that students in the community are fully acquainted with academy routines, rules and uniform regulations.
- In collaboration with other Heads of Community, ensure academy policy in pastoral and behaviour matters is implemented consistently
- To collaborate with the Inclusion Team for those students whose socio-economic (Pupil Premium) and emotional backgrounds may prohibit their academic and social progress, by planning and implementing intervention strategies to ensure such students receive additional and appropriate support

- To liaise with relevant outside agencies on pastoral matters e.g. PSPs and with the Early Help Plan (EHP) coordinator in the administration and implementation of EHPs, and with the SENCO on the oversight of provision for SEND students in the year group
- To ensure that relevant information regarding students is communicated to colleagues as required
- To have oversight of the induction of new students to their community.
- To lead, co-ordinate or facilitate community assemblies on the school theme of the week. Assemblies should include a period for reflection.
- To ensure smooth transition of students from Yr6 into Yr7 and Yr11 into Post-16 by effectively working with Assistant Headteachers and other staff responsible for these areas.
- To oversee the work of Deputy Heads of Community, Assistant Heads of Community and PSOs in relation to:
 - o Monitoring attendance on a daily basis and to follow up poor attendance, truancy and poor punctuality
 - o Organise collation, dissemination and issuing of all forms of reports for the community.
 - o Ensure community staff attend appropriate evenings/events within the academy calendar, for example, Yr7 New Parents Evening.
 - o Organise community assemblies to celebrate student success/achievement
 - o Contribute to the pastoral programme, monitoring tutor time and take appropriate action to further improve the quality of tutoring
- All other reasonable duties asked of them by the leadership team of the academy.

Academic:

- To use progress data to monitor students' performance and work with the Key Stage Assistant Headteacher in the coordination of strategies to celebrate successes and address underperformance of individuals and pupil groups.
- To work closely with the Deputy Headteacher (Curriculum) to ensure students are on appropriate curriculum pathways at all times.
- To liaise with appropriate staff in creating and enhancing an achievement culture within the community.
- Provide evidence to tutors on student progress and offer support/guidance on how to improve their learning.
- Liaise closely and regularly with parents and carers to establish a firm partnership between home and school to encourage achievement and social development.
- Develop and implement policies which reflect the academy's commitment to high achievement and the well-being and social development of students.
- Work in collaboration with colleagues to ensure academic staff have intervention plans thereby to maximise the progress of all students.

Person Specification

Applicants should have the following essential qualities, skills and experience:

1. A passion for, and strong vision of how to, support students' personal and academic development and engage students in their learning
2. Can lead, motivate, enthuse and inspire colleagues and students, and win the confidence of colleagues, parents and other stakeholders
3. Has the ability to think strategically with imagination, vision, creativity and originality to improve outcomes for students

4. An understanding on how data can be used to support student progress and meet ambitious outcomes
5. Experience in developing colleagues e.g. through mentoring, coaching or providing CPD.
6. A positive attitude, flexible approach and excellent communication skills.
7. Is an excellent administrator with an eye for detail
8. A willingness to embrace the opportunities offered by academy status and to support our partner schools as appropriate essential.
9. A commitment to safeguarding and promoting the welfare of children and a satisfactory DBS disclosure
10. Has well developed emotional intelligence and can get people on board easily
11. Is robust, resilient and relentlessly optimistic
12. An ability to remain calm and perform well when working under pressure

In Conclusion:

Securing the best possible outcomes for the young people in our care is the absolute priority for me and in applying for this vacancy you will be seeking to join a highly professional and supportive team of colleagues committed to achieving exactly this. As an individual you will possess a growth mindset, be relentlessly optimistic, enthusiastic and determined with an unwavering energy and determination to make a significant contribution to the on-going success of the academy.

We look forward to meeting you!

A handwritten signature in black ink, reading 'D. Kenrick'. The signature is written in a cursive, flowing style.

Dom Kenrick, Headteacher



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Candidate information

Individual visits:

We would be delighted to organise individual visits with any potential candidate who wishes to visit the Academy prior to applying for the post, and similarly we hope that the successful candidate will visit the school prior to taking up the post. Please contact our Reception staff on **01444 457881** to arrange a tour.

Submitting your application:

If you would like to apply for this post:

- Please complete an application form, available on the Warden Park website
- Also submit a letter of application, no longer than two sides of A4. In your letter please focus on the following:
 - ***The skills, expertise and character that you will bring to the role evidenced through examples of your experience and successes to date.***
 - ***How you meet the wider person specification.***
 - ***The subject(s) that you are qualified to teach and how it/they would complement the role.***

Your completed application along with a supporting letter should be emailed to jobs@wardenpark.co.uk by 9.00am Tuesday 19th March 2024. Please note that we will be considering applications as they are submitted up until the closing date. Our HR Director, Julie Keylock will be happy to answer any questions you may have about this process or vacancy (hr@sussexlearningtrust.co.uk).

Safer Recruitment:

Warden Park Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks

Short listing:

The selection panel will contact successfully shortlisted candidates as soon as possible. Shortlisted candidates will be notified by telephone and/or email giving them as much notice of the date of interview as possible. If shortlisted, please bring with you your passport, driving licence (both parts) and a recent bill or statement less than 3 months old along with your degree/educational certificates when you attend the interview. This is for DBS purposes and will save time later should you be appointed.



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Local information

Location:

The school is ideally situated in the lovely Sussex village of Cuckfield, in a rural location, yet within easy reach of excellent facilities and communications. There are a good range of local amenities, including restaurants, boutiques and pubs found in Cuckfield and the nearby town of Haywards Heath. Haywards Heath lies in the centre of the Mid Sussex District of West Sussex, surrounded on all sides by stunning countryside, which is less than a five-minute drive in any direction from the town centre.

The vibrant seaside city of Brighton (15 miles) offers first-rate shopping, restaurants and cultural facilities.

Transport:

There are regular trains from Haywards Heath to London and the South East (London Bridge/Victoria from 42 minutes). Gatwick airport (14 miles) has a fast rail connection to London (Victoria 30 minutes).

www.southernrailway.com

There is very easy access to the A23/M23 and in turn the M25 and national motorway network.

Schools:

There are a number of highly regarded primary schools in the area. Warden Park Primary Academy and Northlands Wood Primary Academy are part of Sussex Learning trust.:

www.wardenparkprimary.co.uk

www.northlandswood.co.uk

www.harlandsprimaryschool.org

www.holytrinity-cuckfield.w-sussex.sch.uk

www.bolnorevillage.w-sussex.sch.uk