



HEAD OF NURTURE

SEPTEMBER 2022



Bristol Road

Sherborne

Dorset

DT9 4EQ



The Gryphon School

HEAD OF NURTURE RECRUITMENT INFORMATION PACK

CONTENTS

- 1 Letter from Nicki Edwards, Head teacher
- 2 Application Process
- 3 Information about the Department
- 4 Job Description
- 5 Support for Staff – What we provide
- 6 Advertisement



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May 2022

Dear Applicant,

Thank you for expressing an interest in the post of Head of Nurture at The Gryphon School. This is a permanent position on a full-time basis. Accompanying this letter is information about the School which we hope will provide you with everything you need to know to apply for the post. The School website gives further details about us.

The Gryphon School is a part of SAST (Sherborne Area Schools Trust) which includes many of our feeder primary schools and has excellent pastoral and academic links. In September 2015 a highly successful initiative was begun to provide additional support to small groups of Year 7 students as they transition to a very large secondary school. This initiative was extremely successful with students making outstanding academic progress and has since been rolled out across KS3 and KS4 and is known as the Nurture Department. Nurture teachers plan and deliver a bespoke curriculum for targeted groups of students. The specific focus is on literacy and the Humanities and also links to other areas such as numeracy and IT. The development of the whole child is also crucially important, encouraging and motivating students in order that they gain confidence, self-esteem and success. As Head of Nurture you will also be part of the Teaching and Learning team who will help support, coach and train colleagues, sharing your expertise in KS2 strategies.

The Gryphon is a wonderful place to work and has a special atmosphere and feel. It became a founder member of the Sherborne Area Schools' Trust (SAST) a multi-academy trust established in June 2017. In a recent national publication, The Real Schools Guide, The Gryphon was rated as one of only two schools in Dorset as 5 star; based on attainment, teaching, attendance and outcomes. The Good Schools Guide concludes that we are a 'Super much sought-after school at the very centre of its community taking on the Sherborne independents. Truly a model of comprehensive education at its best – a place for all comers, which children and parents set their heart on, so it bulges at the seams'.

We are an outward looking school with excellent community links as well as strong relationships with other good and outstanding schools across the South West and nationally.

We are a comprehensive school serving a diverse community. Our high quality support staff make a real difference to our students. Teaching is often outstanding, and consistently at least good across all subjects and key stages. Teachers are provided with the resources to make lessons stimulating and practical and have excellent subject knowledge. They make sure students are very clear about what is demanded of them and how to improve. The School's very positive entry in the Good School Guide describes pastoral care and discipline as 'exceptional'. Students are reflective, behave with great courtesy, and are heavily involved in working with staff to improve the school and the welfare of others.

The Gryphon gains high results for its students at both GCSE and A Level. Our large Sixth Form of 400 students is exceptional. We have an excellent record of success in university entrance, including places at Oxford, Cambridge and other Russell Group universities, as well as for training places and apprenticeships.

Our 2021 GCSE exam results were, once again, excellent. 18 students achieved straight 7s, 8s and 9s with many staying on to attend The Gryphon Sixth Form.

Additionally our A level results were excellent with 34 students receiving straight A and A* results including five students heading off to Oxford and Cambridge, and five students going on to study medicine.

In November 2015 our inspection as a Church School (SIAMS) judged us to be Outstanding. Our most recent Ofsted visit, in November 2017, was very positive and confirmed our status as a “good school” and we enclose a copy of their letter to me outlining our many strengths. Our focus for this year, which reflects our Church School status, is that we should be a “10:10” school; where students and staff experience life in all of its fullness. So for us education is more than just exam results – we place great value on the personal development of each student. We aim for them to leave school as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and to feel that they have a contribution to make to the wider community. Digital learning is important at The Gryphon School including the use of mobile technology; we want our young people to use technology responsibly and to enhance their learning.

In summary, we are a true team with a great sense of pride in what we collectively achieve and we embrace the challenge for achievement to be even higher. Our special culture and ethos focuses on enabling students to be the best that they can, both personally and academically, supported by the tremendous work and care of all our staff. We continue to strive to be outstanding in all aspects of school life.

We are looking for someone with high expectations, a love of their subject, the ability to inspire and also laugh whilst enjoying the challenges of this role. You need to be a team player with the inner determination to develop continually, picking up the best ideas from around the world in education. In return, you will join a Department that is full of activity, rewarding and friendly. We have a great record for supporting and developing all of our staff through our own training and links with NCSL providers.

You are very welcome to visit us in advance of an application or to contact us to find out more.

Very best wishes,

N J Edwards

Nicki Edwards
Headteacher



THE APPLICATION PROCESS

We look forward to receiving your application by **9.00am on Friday 20th May 2022**

Interview date: **As soon as possible after the closing date**

You are asked to provide the following:

- A completed Gryphon application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to HR Admin Team, Shaftesbury School, Salsbury Road, Shaftesbury, Dorset, SP7 8ER or by email to:

recruitment@sast.org.uk

Should you wish to arrange a visit to view the School, please do not hesitate to contact Caroline Rabbetts, Office Manager on 01935 813122.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as caring for an injured/upset child. It may have regular contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

The Gryphon School, part of the Sherborne Area Schools Trust, is committed to equal opportunities and positively encourages applications from all sections of the community.





The Gryphon School

May 2022

HEAD OF NURTURE

Leading the Nurture Groups

Learning Environment

Students in the nurture groups have exclusive use of 2 dedicated classrooms located in the Leisure Centre. These classrooms are bright and colourful and students' work is a key feature of the displays. Each classroom has a comfortable reading corner and a small selection of books which have been carefully selected by the librarian as well as graded readers chosen to meet individual reading needs. Students also follow the Accelerated Reader scheme in order to maximise progress and encourage a love of reading. The furniture has been chosen to create maximum flexibility to suit the needs of the groups and the students as individuals.

Curriculum

Students are taught English, History and Geography by the same teacher, which allows for constant reinforcement of key literacy skills and application in different contexts. The curriculum is highly differentiated and teaching is supported by skilled Learning Mentors. Therefore, all students are empowered to work at an appropriate level, benefit from receiving instant feedback and are well supported to achieve their best. Furthermore, the flexibility of the nurture group timetable allows us to work at the students' pace and take the time to respond to common misconceptions or areas of difficulty. The students spend 1 hour a week following a specialist online literacy programme, Nessy Reading, which supports them to achieve individualised reading and spelling targets.

Our Nurture Department has been celebrated Nationally, with a number of articles written advocating for small group teaching to enable enhanced progress. Please use the links below to explore these articles in more detail:

<https://www.tes.com/magazine/archived/why-nurture-should-become-secondary-nature>

<https://www.tes.com/magazine/archived/how-i-used-tech-transform-my-nurture-groups>

<https://www.tes.com/magazine/teaching-learning/general/what-does-nurture-approach-look>

'Soft Skills'

The nurture groups aim to help students to become independent learners so the language of learning is always used and displayed around the classrooms. Students are encouraged to develop the key skills of resourcefulness, resilience, teamwork and reflectiveness and to think about what helps them to learn. The curriculum features student-led individual projects and team debates with a view to building confidence and encouraging personal interests and opinions.

For more information, please watch this youtube film clip by Katherine McGreal our current Head of Nurture:

<https://www.youtube.com/watch?v=tWAIRPYh0NQ>

'Nurture in a Nutshell' at The Gryphon School – Sept 2020

Mission Statement:

'To raise academic standards, with particular emphasis on **literacy**, whilst providing children with a **nurturing** environment in which they feel safe, secure and supported'.

"Thank you for the amazing support you give our son" – a parent.

The set-up:

- Small classes of no more than 12 students.
- Specialist teachers.
- Purpose built classrooms that are welcoming and safe spaces for learning.
- Highly trained teaching assistants support in lessons.
- A strong emphasis on aspirational and purposeful teaching to ensure students fulfill their potential.

The impact:

- Students make significant gains in reading and spelling.
- Children become more resilient and have increased self-esteem and confidence.
- Students need less support later in their school career.
- Students feel supported and are more successful across the curriculum.

What the students say:

"Teachers explain tasks really carefully so that I know exactly how to improve and get better at my work."

"Teachers are very kind and fair."

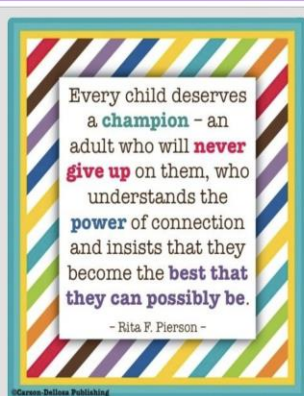
"Lessons are fun but focused. We get to learn in an inspiring environment".

"Small groups make me feel safe to try and take risks with my learning. I can concentrate because there aren't people distracting me."

"Lessons are **fun** and I know that I am making progress."

"You made a difference Miss!"

Together may we give our children roots to grow and wings to fly.



Ofsted:

'A particular feature of the school is the nurture groups. There is a strong focus on improving literacy and key skills so that students can play a full part in all their lessons. This is proving very successful. Pupils make rapid progress, and the groups are popular with pupils and parents.'

Feedback from visiting schools:

"The Nurture groups are amazing! The learning environment is delightful; bright, cheery, calm and peaceful. It is obvious that children are benefitting enormously".



If you would like to discuss the post further, please do not hesitate to contact Katherine McGreal, Head of Nurture on 01935 811072 or katherine.mcgregal@gryphon.dorset.sch.uk



Y6-8 Curriculum Transition

Background

During 2013-14 a review took place of the curriculum progress of students from Y6-8. This involved joint meetings and visits by teachers from The Gryphon and those of the Sherborne Schools Partnership which includes our 8 core feeder primary schools.

This highlighted

- Variations in assessment experience
- Variations in literacy development
- Differences in expectations regarding presentation
- Consistency issues associated with Y7 students having 11-12 subject teachers

In addition, it was recognised that:

- Some students did not have the literacy and basic skills to access the curriculum in Y7
- The overall academic progress of less able, SEND and Pupil Premium students was well below national expectations
- The interventions deployed to support literacy development were inconsistent, poorly evaluated and any impacts were not always sustained

Nurture Group support

In 2014-15 a new curriculum model was introduced to support higher achievement. This included the introduction of two additional classes in Y7. These nurture groups have 10-13 students in them and are small to facilitate personal feedback and to provide opportunities for these students to contribute fully to learning, question and grow in confidence.

Students who are 'low prior attainers' (SATS) are placed in these groups for English, Geography, History and RE. The school operates a 50 one hour two-week timetable. Students are in these nurture groups for these subjects for 22 periods. The nurture groups are led and taught by a specialist lead teacher with a primary school background. The rest of their time is spent with their tutor groups in other subject areas. There are also smaller nurture numeracy groups.

The nurture groups meet in two new classrooms in the main school block. These are bright and full of active displays and learning resources. The nurture groups also benefit from targeted one-to-one Learning Mentors' input.

The Future – moving forwards

At the end of the first year, evaluation of the impact of the nurture groups showed that students were making rapid progress in literacy as well as growing in confidence. Over time, the Nurture Groups have had many visitors including Ofsted, HMIs, Headteachers. All have without fail praised the work we are doing which has been much imitated in neighbouring schools. We now have Nurture groups in Years 7, 8,9,10 and 11 as a result of the impressive progress achieved by our students.

We are looking for a passionate, highly skilled teacher primarily (but not exclusively) to lead our Nurture groups, delivering a KS3 curriculum but consolidating and securing KS2 skills.

This post is an opportunity to make a real difference to students in an exciting and innovative role.





The Gryphon School

Job Title:	Head of Nurture
Reports To:	SENCO / Deputy Head
Pay Grade:	
Responsible for:	The teaching and leading of a transition curriculum
Department:	Intervention, Student and Family Support
Main Purpose of Job:	
<ul style="list-style-type: none"> To offer outstanding teaching of a transition curriculum for targeted groups of students To use an expertise in literacy to raise standards To actively support the personal development of each child in the widest sense To use your KS2/3 subject specialist knowledge to support student progress and to help coach and train other staff To develop close relationships with primary schools, the Learning Support team, Subject Departments as required To ensure all groups of students fulfill their potential in terms of levels of progress, value-added and attainment To promote inclusion of all students and their families and ensure their access to the curriculum and all school facilities and provision <p>This post should be read in conjunction with the Teacher Job Description.</p>	
Main Responsibilities and Duties:	
<p>Leadership and Management</p> <ul style="list-style-type: none"> To contribute to high quality schemes of work, courses of study, teaching materials, teaching programmes, methods of teaching and assessment to meet the needs of the students. To ensure excellent communication with students, staff, parents and the community. To have high and challenging expectations of students. To be outward looking, seeking to research and implement the best ideas nationally and internationally. To monitor the progress of plans and targets, and evaluate the impact on teaching and learning. To ensure a stimulating, clean and well organised learning environment through a real attention to detail. <p>Quality of Achievement</p> <ul style="list-style-type: none"> To monitor and evaluate the achievement and attainment of students To work with students, middle leaders, and teachers with pastoral responsibilities to ensure high expectations of behaviour and achievement are set for students. <p>Quality of Teaching and Learning</p> <ul style="list-style-type: none"> To identify, research and adopt the most effective teaching approaches for students with SEN, including study skills that will develop pupils' ability to work independently. To support the effective deployment of support staff <p>Other Duties</p> <ul style="list-style-type: none"> To teach students within the School and carry out other associated duties as are reasonably assigned by the Headteacher. To attend Parents' Evenings, meetings and other appropriate groups as required. <p>Additional Information</p> <p>The professional duties of the post are those detailed in the School Teachers' Pay and Conditions document and the national Teachers' Standards in England. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.</p> <p>The Gryphon School is committed to safeguarding and promoting the welfare of children and young people and values the diversity of our workforce and welcomes applications from all sections of the community. Successful candidates will be subject to an enhanced Disclosure and Barring Service check.</p>	

I confirm that I have read and have agreed this job description explains the main duties of my job.

Signed Print Name Date

The Gryphon School Person Specification

Head of Nurture

Inter-personal attributes

- Able to build relationships quickly, with humility and empathy, whilst showing respect to others - students, parents and colleagues - to get the best out of them
- Positive, optimistic, caring, kind and approachable
- Willing to be immersed in the life of a busy and successful school

Communication and Interaction

- Communicate clearly and accurately both orally and in writing
- Able to listen and respond appropriately
- Flexible to adapt your style in different situations
- Strong and confident ICT skills for teaching and management
- Contribute as a great team player

Planning and Organising

- Manage daily responsibilities and priorities
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources

Knowledge

- Good honours degree and/or relevant high level expertise
- A real interest in educational issues, approaches and alternatives from around the world
- Strongly support the ethos and culture of the school
- Understanding of effective support for students with SEND

Leadership Skills

- Proactive and confident, yet modest and considered
- You can inspire and motivate others
- Make informed decisions on a daily basis
- Ensure high professional standards including student progress of all groups of students

Problem Solving

- Enjoy facing new challenges
- Find, propose and lead solutions
- Use resources, intellect, creativity and innovation to be successful

Resilience

- Hungry for a challenge
- Have patience and endless energy to persevere through the challenging moments
- Tenacious and versatile
- Maintain a positive mind-set

Self-evaluation

- You are aware of strengths and weaknesses
- Strong desire to learn from others so that you can be even better
- Able to share and support others

We are interested in all these attributes for colleagues joining the Gryphon family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.



The Gryphon School

The Gryphon School – Support for Staff – What we provide.....

High Quality Professional Development

- INSET Programme with national speakers e.g. Sir John Jones, Simon Mayo
- Time is provided for learning and development in everyone's staffing allocation
- Middle leader training programme
- New staff induction programme
- 2nd year teacher programme
- Opportunities for sharing of best practice and expertise
- Encouragement of individual action research through appraisal
- Opportunities to mentor student teachers on ITT, Schools Direct, volunteers and other routes

Support for Teaching

- Investment in resources, facilities and the environment
- Outstanding ICT infrastructure including Wi-Fi, resources
- Strong departmental support structure
- Free iPad for all teachers
- Timetabling ensures specialist teach in their subject areas and there are rarely any split classes
- Designated support for reprographics, trip management, student behavioural support, SEND needs etc
- Dedicated team of school cover supervisors

Links with other schools

The Gryphon is outward looking and a lead member of various school development groups. This facilitates visits, exchanges, subject sharing, leadership support and enhanced student opportunities.

- Member of the Sherborne Area School's Trust (SAST)
- North Dorset – five secondary schools, a Special school and a PRU
- Close links with local independent schools
- Teaching school status

Health and well-being

- Our own specialist HR Manager and team
- Membership of Carefirst providing free welfare counselling, free Occupational Health consultations
- Support from the School Chaplain
- Dedicated INSET time for staff well-being
- Health & well-being focus in INSET sessions

Supporting families

- Nursery on site
- Support for colleagues for time off during periods of family illness/crisis
- Supportive of requests where possible to attend graduations, family weddings, special family events, house moves

Practicalities – little extra touches

- Generous allocation and pattern of INSET Days to support staff learning and development and wellbeing
- Quality free seated lunch provided on INSET Days
- Generous business travel allowance
- Free on-site parking

Strong Staff Community

- Very active, vibrant, Staff Social Committee who arrange an array of social events and activities across the year
- Large main staff room where we hold weekly whole staff briefings
- Successful and very competitive staff sports teams playing other schools
- Staff voice events
- Amazing involvement in charity events, national days, productions, teams, public speaking, Duke of Edinburgh etc





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HEAD OF NURTURE

Start Date: 1 September 2022

Closing Date: 9am, Friday 20th May 2022

Interviews: As soon as possible after the closing date

Salary: Teachers' Pay Scales (plus allowance which is to be agreed on appointment)

Contract: Full-time

Contact Details: School Office on 01935 813122, website on www.gryphon.dorset.sch.uk or e-mail gryphon.hr@gryphon.dorset.sch.uk

Post Requirements: Expertise in primary, middle school or KS3 literacy development with nurturing core skills. Understanding and experience of leading a Department.

We are seeking an inspirational teacher who has experience of raising achievement at KS2/3 to join our team at The Gryphon School. Currently we support the progress of small classes of Year 7, 8,9,10 and 11 students who require catch-up support by providing a specialist curriculum.

This is an opportunity to be part of the planning and delivery of a bespoke curriculum for literacy and the humanities and also to link to other areas such as numeracy. You will teach in a designated classroom base.

The goal is to enable these students to catch up with core skills, to promote self-esteem, confidence, and independent learning. A knowledge and understanding of primary strategies and KS2 expertise is required, and experience of phonics teaching would be an advantage. You will be part of our teaching and learning team.

Our students come first, and we encourage every student to strive for the highest possible levels of academic achievement alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life. Our students have an excellent record of success in gaining high results at both GCSE and A-level and our exceptional Sixth Form students, currently around 400, consistently secure university entrance, including to Oxbridge and the Russell Group, and in the most challenging courses.

We are a very proud school which attracts students from around North and West Dorset as well as South Somerset. We also pride ourselves on our support and care for everyone and each other and offer well-developed and high-quality professional development opportunities, health and well-being packages and a superb working environment. Our special culture and ethos focuses on high achievement both personally and academically which comes from the tremendous work of all our staff and the great achievements of our students.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as caring for an injured/upset child. It may have regular contact with young people on a day-to day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

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