



Head of School

Lead for Student Support Years 5 to 13

Permanent

Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Astley Community High School as **Head of School**. This role is key to the success of our schools in providing strategic and operational leadership of Astley Community High School. You will play a huge part in developing our plans and priorities and ensuring we achieve them.

Astley Community High School is part of the Seaton Valley Federation of Schools. The other members of the federation are Whytrig Middle School, which is co-located with Astley in Elsdon Avenue and Seaton Sluice Middle School. The three schools share a single governing body.

We are looking for the person who can lead Astley on a day to day basis ensuring that the pupils are receiving the best possible education. However they must also contribute to the strategic plan for moving the school and the federation onto the next stage of our development. Astley is graded 'Good' by Ofsted, but we feel we can develop even more and we are looking for the person who can help us achieve that. One area which the Head of School will have to lead on is improving attendance in the school.

We are also about to embark on an exciting new chapter. Northumberland County Council has recently announced plans for a multi-million pound investment to create a brand new building and the Head of School will have a lead role in preparing for that change. Government plans for maintained schools to convert to academy status are also on our radar and the Head of School will be expected to contribute to the direction the schools and federation take on this matter.

However what I am looking for most is the person who has the ability to lead Astley Community High School on a day to day basis, who can inspire the pupils and staff to be outstanding in all we do.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. All three schools are rated as 'Good' by Ofsted. I strongly believe that the relatively small size of all three schools provides a great environment to get to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact me on **0191 2371505** via Angela Small, PA.



John Barnes, Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To know every child academically and pastorally as a complete young person.**
- 2. To treat everyone and everything with respect.**
- 3. To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About Our Schools

	Age Range	Total number of pupils	Number in sixth form
Astley Community High School	13 - 18	568	132
Seaton Sluice Middle School	9 - 13	304	N/A
Whytrig Middle School	9 - 13	287	N/A

Astley Community High School attracts a number of students from outside the Seaton Valley area. There is a strong sixth form and we typically retain 75% of our Year 11 students for further study. More information including our prospectus is available from: www.svf.org.uk

About our performance

	Overall Effectiveness	Last Ofsted Inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	January 2018
Whytrig Middle School	Good	November 2021

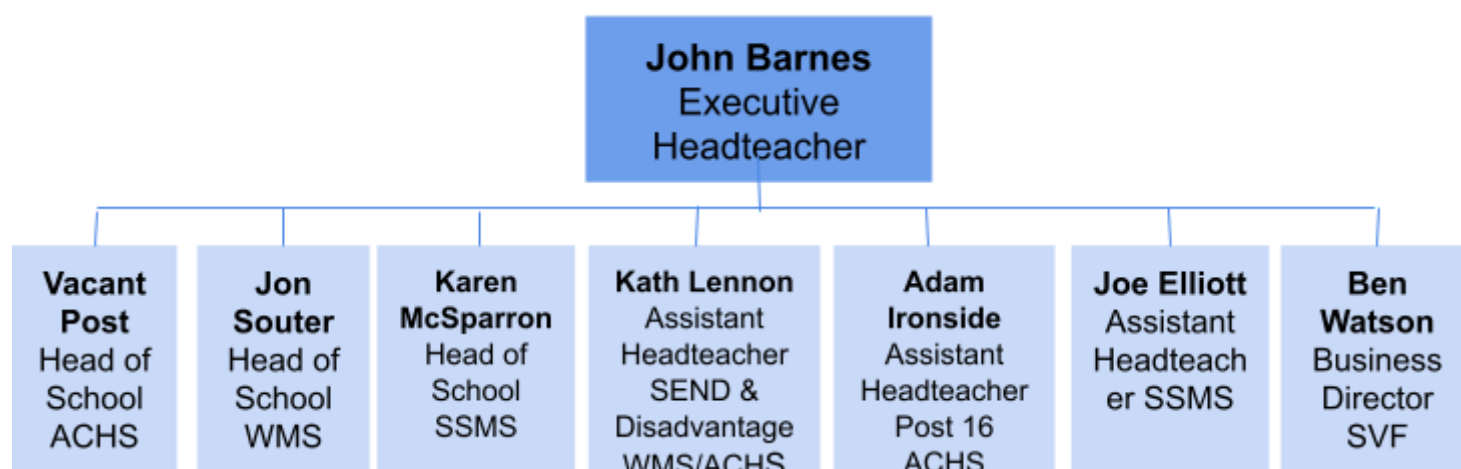
We are very proud all three schools in Seaton Valley Federation are rated as **GOOD** schools by Ofsted. The most recent inspection at Whytrig Middle judged the school to be a Good school overall and 'Outstanding' for behaviour and attitudes. See below some of the comments made on our most recent Ofsted reports:-

"Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, 'There are too many good things and I would not have time to tell you about them all.' Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach. There is a culture of safety in the school. Pupils say they feel safe and they value the work of the school in helping them to understand how to keep themselves safe."

Ofsted 2019 (ACHS)

"This school is an inclusive environment where pupils value each other. They respect and celebrate difference. There is a strong sense of community and pupils feel responsible for each other. Pupils spoken to would all challenge bullying if they saw it. Parents and carers and pupils agree that if bullying does occur, it is dealt with effectively by staff. Pupils feel safe and happy here. They are rightly proud of their school. Behaviour is exemplary. Pupils who have previously found school difficult thrive and flourish here. The culture and relationships are exceptional at Whytrig. Both staff and pupils flourish here. School leaders place a high priority on keeping pupils safe." **Ofsted 2021 (WMS)**

About Our Structure and Senior Leadership Team



About the Team

Over the next few pages you will find the advert, job description and person specification for the post of Head of School but we know that you will want to know more about the role and how it fits in with the Senior Leadership Team.

The Senior Leadership Team serves a dual purpose of leading the individual schools in the federation and also the federation as a whole. The SLT work closely together across the federation, we are a proactive team and are looking for someone who can join us and contribute to that supportive atmosphere. Whilst you will not be expected to know everything about the different elements of the education system, we would expect you to have a broad grasp of all the areas covered by the SLT so that you can challenge and support the rest of the team. You will be an excellent teacher with a presence to match.

The Head of School for Astley Community High School will have to be able to lead the school on a day to day basis whilst also providing strategic leadership for student support. They will also have responsibility at Whytrig Middle School for student support and it is expected that the successful candidate will develop strong coherent and cohesive practices across both schools and to get to know the students at Whytrig Middle to help ease transition.

The Head of School will also work closely with the Heads of School at Whytrig and Seaton Sluice Middle Schools, to ensure that the young people who attend our federation have the best educational experience they can.

The school and federation are about to start on the next stage in their development and we are looking for someone to join us and help us achieve these next steps.



Astley Community High School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Head of School – Astley Community High School

L18-L22: £64,413 to £70,745 per annum

Small enough to care, big enough to make a positive impact

We are looking for a dynamic and inspirational Head of School, who will continue to drive forward the academic standards and ambitions of the school by proactively leading and inspiring our pupils and staff.

You will have the vision to take on the challenge of leading our school to be outstanding in all that we do, by being an exceptional leader to our pupils, staff and school community, committed to raising standards and further developing our well-behaved hardworking students' learning.

You will personally have a key role in Student Support for years 5 – 13, providing strategic leadership, working collaboratively to ensure strategies and systems for behaviour, attendance and pastoral support are implemented across the schools.

Your track record of contributing at a strategic level to school improvement will also show your ability to work in partnership with a range of stakeholders to achieve desired outcomes and impact.

Although it is important that you can think strategically, you will also need to adopt a hands-on approach to deal with the diverse demands of school life and have highly developed communication skills to build effective relationships with a wide range of stakeholders.

If you have a passion for education then this is a fantastic opportunity to make a significant contribution to the federation and become an integral part of our future success. Our candidate information pack will tell you much more about this opportunity.

Visits to the school are warmly welcomed and encouraged, please call Angela Small on 0191 2371505 to arrange.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts

Interested in applying? A completed application form must be submitted **by 9am on Friday 7th October 2022 by e-mail to vacancies@svf.org.uk**

It is expected that interviews will be held Thursday 13th and Friday 14th October.

Further information about all of our current vacancies is available at: <http://www.svf.org.uk/vacancies>

NORTHUMBERLAND COUNTY COUNCIL
JOB DESCRIPTION

Post Title: Head of School ACHS and Lead for Student Support, Safeguarding and Transition Years 5-13	School: Astley Community High School and Whytrig Middle School
Leadership Scale: Deputy Headteacher L18 – 22	Home base: Astley Community High School and Whytrig Middle School
Responsible to: Executive Headteacher	Date: March 2022
Job Purpose: To provide professional day-to-day leadership for ACHS which secures its success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement. To provide professional leadership across ACHS and WMS for Student Support Years 5-13 and safeguarding. To line manage faculties to be decided upon following consultation with EHT, Student Progress Leaders for Years 5-11, and Lunchtime Supervisors at ACHS. To provide strategic leadership for student support across ACHS and WMS including pastoral support, behaviour, attendance and curriculum enrichment activities.	
Duties and key result areas: Professional duties are to be carried out in accordance with the terms and conditions for Deputy Headteachers within the current School Teachers' Pay and Conditions Document. The specific leadership and management duties of this Deputy Headteacher role shall include: Strategic Leadership of ACHS • Work with the Executive Headteacher to provide vision, leadership and a clear direction/identity for the school and formulate the overall aims and objectives of the school and policies. • Deputise for the Executive Headteacher when they are not in the school and fulfil the duties expected of someone in this post. • Work alongside the Executive Headteacher and where necessary lead on producing, monitoring and evaluating a school development plan for ACHS, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement. • Work in collaboration with the Executive Headteacher to promote and secure good teaching, effective learning, high standards of attainment and progress, good behaviour and discipline within a safeguarding culture at ACHS. • Oversee the Staff Welfare Committee • Arrange for a suitable person to assume responsibility for the discharge of the Deputy Headteacher's functions at any time when absent from the school • Ensure effective strategies and systems for behaviour, attendance and pastoral support and effective dialogue with parents/carers are implemented for Years 9-13 within the framework of an integrated approach across both ACHS and WMS. • Work collaboratively with the Assistant Headteacher – Post-16 /Lead for Teaching and Learning & More Able Students Years 5-13 to ensure that parents and pupils are well informed about the expectations post-16, and about the contribution that they can make to achieving the school's targets for improvement. • Work collaboratively with the Assistant Headteacher – Post-16/Lead for Teaching and Learning & More Able Students Years 5-13 to ensure there are appropriate priorities and strategies for teaching and learning that meets the school improvement plans for Years 9-13 within the framework of an integrated approach across both ACHS and WMS. • Work collaboratively with the Head of School WMS/Lead for Data, Curriculum and Assessment Years 5-13 to ensure there are appropriate priorities and strategies for students' progress, attainment, curriculum and timetable for Years 9-13 within the framework of an integrated approach across both ACHS and WMS • Work collaboratively with the Assistant Headteacher - SEND and Disadvantaged to ensure that appropriate strategies and interventions are in place for SEND pupils, pupil premium pupils, LAC and pupils with protected characteristics in years 9-13. • Assess the performance of teaching staff and departments and evaluate their performance against agreed criteria. • Form effective relationships with parents. • Identify and lead strategically to apply a range of intervention strategies for students who may need additional support. • Organisation of Year 11 Examination Preparation Package and Parents Evenings • Organisation of all school rotas (STD, Break duties, Lunch duties, inclusion room, HOF Behaviour walks, Form Tutors) • Organise Hot Chocolate and Friday Fizz.	

- Working with SPL year 11 organise the end of school leaving assembly and prom.
- Working with the staff body to organise activities week.

Strategic Leadership of Student Support and Transition across ACHS and WMS

- Ensure that both schools comply with all legal requirements and local and national guidance in respect of behaviour, attendance and exclusions.
- Develop and implement, in consultation with Student Progress Leaders, effective behaviour and attendance strategies to enable these to move from good to outstanding.
- Identify and apply a range of strategies for students who require intervention due to attendance, behaviour or any other issues.
- Plan and organise before school, break, lunch-time, after school and detention duty rotas.
- Identify and manage alternative provision for students who are not part of the normal school timetable within agreed budget constraints and identify strategies for re-integration in consultation with the Executive Headteacher.
- Attend the Pupil Placement Panel.
- Engage, oversee and evaluate appropriate external support services such as counselling and independent advice and guidance to meet the needs of both ACHS and WMS students and within agreed budget constraints.
- Ensure effective liaison with the Education Welfare Officer and other agencies to ensure appropriate interventions are made and children are not missing from education.
- Liaise with external agencies regarding students whose behaviour or attendance suggests they may be vulnerable to crime or exploitation.
- Maintain up-to-date records that track the progress of students that require additional support
- Ensure the pastoral team plan and organise the curriculum enrichment programme in consultation with the Senior Leadership Team.
- Work collaboratively with senior leaders and teachers in other schools to arrange, monitor and implement all aspects of the transition process for both ACHS and WMS to ensure smooth transition from first schools to middle school and middle schools to high school.
- Organisation of Year 8 into 9 Open Evening and Transition Week with Year 9 Student Progress Leader..

Strategic Leadership for Safeguarding and Child Protection across ACHS and WMS

- Take the lead responsibility for promoting and safeguarding the welfare of children across ACHS and WMS including ensuring an effective approach to e-safety.
- Develop and ensure the effective implementation of safeguarding policies and procedures and that these are adhered to by all staff.
- Work alongside the Head of School WMS to provide advice and support to ACHS and WMS staff, liaise with the local authority, parents and carers and work with other agencies in order to ensure child protection concerns are dealt with promptly and effectively.
- Assume the role of designated person for child protection matters at ACHS, and deputise for this role at WMS, and ensure that all staff have appropriate child protection training and discharge relevant duties effectively with regard to safeguarding/child protection effectively.
- Ensure all staff and volunteers in ACHS and WMS are able to raise concerns about poor or unsafe practice with regard to children, and such concerns are handled sensitively and effectively in accordance with appropriate procedures.
- Lead, monitor and support all LAC in ACHS, attend review meetings and complete all PEPs working in conjunction with the SENCo

Strategic development of ACHS and WMS

- Work collaboratively with the EHT, Head of School WMS and Senior Leadership Team to plan, monitor and evaluate the work of the schools and use the outcomes of these activities to improve the effectiveness of both schools.
- Secure the commitment of staff, pupils, parents and the wider community to the vision and direction of both ACHS and WMS.
- Create and develop a culture in which all staff recognise that they are accountable for the success of both ACHS and WMS.

Leading and Managing School Staff

- Assist the Executive Headteacher in the selection and appointment of the teaching and support staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school
- Deploy and manage allocated teaching and support staff.
- Implement and sustain effective systems for the management of staff performance, incorporating targets for teachers, including targets relating to pupils' achievement.

- Motivate and enable all staff in the school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.

Efficient and Effective Deployment of School Staff and Resources

- Deploy and develop staff effectively in order to improve the quality of education provided
- Set appropriate priorities for expenditure, allocate funds and ensuring effective administration and control in consultation with the Executive Headteacher and Business Manager.
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
- Ensure all staff, volunteers and others that work with children are safe, by following appropriate procedures.

Accountability for the School

- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences.
- Play a significant role in conjunction with the Executive Headteacher in preparing for and responding to any external inspection..

Generic responsibilities for all Deputy and Assistant Headteachers for ACHS and WMS

- Line manage one or more faculties across ACHS and WMS to ensure effective progress and attainment across Years 7-13 and that staff, physical and financial resources are managed effectively.
- Attend relevant training
- Provide support and challenge for staff.
- Form effective relationships with parents and carers in order to ensure that students are supported at school and at home.
- Monitor and evaluate all aspects of the schools' provision and to use the outcomes of these activities to further improve provision and support for all students.
- Lead a duty team and ensure staff fulfil duties.
- Take part in lesson observations and work scrutiny and lead staff in the outcomes of these activities.
- Act as an appraiser.
- Be the budget holder for specified budgets including contributing to setting the budget, approving expenditure and regular budget monitoring.
- Maintain up-to-date records.
- Strategically lead the schools along with the Executive Headteacher, Head of School at WMS and other members of the Senior Leadership Team.

General responsibilities

- Attend and contribute to Senior Leadership Team meetings for the two schools.
- Contribute to the work of the governing body by developing policies, providing papers and attending meetings as required.

The federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

Work Arrangements

Transport requirements: Able to meet the transport requirements of the post.

Working patterns: As identified in the relevant School Teachers' Pay & Conditions Document

Working conditions: Normally indoors.

Person specification for head of school ACHS

Post Title: Head of School ACHS and Lead for Student Support, Safeguarding and Transition Years 5-13	Criteria	Essential	Desirable	Evidence*
Qualifications	1. Has qualified teacher status	✓		A
	2. Has recent professional training relevant to the post	✓		A
	3. Willingness to undertake CPD relevant to the post	✓		A
	4. Has up to date designated safeguarding training or be willing to do the training as soon as in post.	✓		A/I
	5. Has current experience of being a DSL		✓	A/I
	6. Has a masters or equivalent in education		✓	A
Experience	7. Has experience of teaching within the 9 – 18 age range but not necessarily all stages.	✓		A
	8. Has experience of leading teams	✓		A
	9. Has been part of a successful Pastoral team, with measurable improvements in student behaviour, attendance and academic performance	✓		I
	10. Knows, understands and applies knowledge of the English education system especially in all matters relating to pastoral, inclusion and disadvantaged pupils.	✓		A/I
	11. Knows, understands and applies knowledge of pastoral care and all the issues associated with it.	✓		A/I
	12. Has experience of developing and delivering in-service training for staff	✓		A
	13. Experience of setting and monitoring a departmental or other budgets	✓		A

	14. Has experience of working with pupils resulting in measurable improvements in these pupils.	✓		A
	15. Has experience in working at SLT level and currently is a member of a SLT	✓		A
Knowledge	16. Knows, understands and applies knowledge of partnership working between schools	✓		A/I
	17. Knows, understands and applies knowledge of education legislation and practice.	✓		A/I
	18. Knowledge of examination and testing requirements in key stages 4, 5 and a willingness to learn to fill any gaps		✓	A
	19. Understands data and tracking procedures across a range of measures	✓		A/I
	20. Understands practical methods for improving learning behaviours across a variety of age ranges and pastoral issues	✓		A/I
Skills/attributes	21. Teaches at least to a good standard.	✓		R
	22. Able to use data and target setting to raise student aspirations and show measurable impact	✓		A/I
	23. Has high levels of communication and interpersonal skills including building positive relationships with adults and children	✓		I
	24. Has a sound knowledge and understanding of ICT applications	✓		A/I
	25. Has sound judgement, shows determination and initiative and is hard working	✓		R
	26. Able to inspire challenge, motivate and empower others	✓		R
	27. Able to analyse and interpret information, think strategically and contribute to the vision for the schools and federation.	✓		R/A/I

	28. Able to effectively prioritise, monitor and evaluate initiatives	✓		R/A
	29. Able to lead a team using a collaborative style whilst ensuring a high level of performance from all	✓		R/A
	30. Able to think creatively, anticipate and solve problems, plan and organise themselves and others and delegate with appropriate monitoring	✓		R/A
	31. Good level of oral and communication skills and interpersonal skills including building positive relationships with adults and children	✓		R/A/I
General	32. Fully subscribes to the Vision, Values and Aims of the schools and federation	✓		A
	33. Has high expectations of self and others	✓		R/A
Other	34. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓		R
	35. No disclosure about criminal convictions or a safeguarding concern that makes applicant unsuitable for this post	✓		R

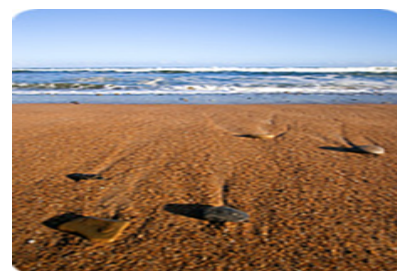
Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Customer Services and public library.

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages and share best practice.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- We provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

www.svf.org.uk/our-federation/policies

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

In accordance with Keeping Children Safe in Education (2022) as a school we are required to undertake online searches for all candidates that we shortlist to attend for the next stage in our recruitment process and/ or interview. This is required to ensure that any individual who we choose to appoint into our schools is appropriate to work with children and young people. These searches will include information that is publicly available online and will not involve searches that are covert/overt/done in secret. You will be provided with additional information and further clarity if you are invited to the next stage in our recruitment process and/or invited to attend for interview.

How to apply

Please read the job description and person specification for the post and the application guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees must be **e-mailed by 9am Friday 7th October 2022** to: vacancies@svf.org.uk. Please quote **Head of School** in the subject of the e-mail. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.