


“AIM HIGH”

Working together to make our school even better

# Headteacher



## Our Guide for Prospective Employees

**Tibshelf Community School**







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# Letter from Chair of Governors

Thank you for choosing Tibshelf Community School as a place that you would consider leading into the future. We are seeking someone with outstanding leadership capabilities who will be a proactive, innovative and inspirational school leader who is ready and able to build upon the excellent progress our school has made under the tenure of our previous Headteacher. Over the last few years, Tibshelf has become an increasingly forward thinking, outward looking place of learning that has the success and future of its young people at its very heart. We are looking for someone who will continue this ethos and lead our school and its young people on to even greater things.

Current pupils are following an ambitious curriculum and are now making much better progress than was formerly the case. The school recognises the ongoing challenge of school improvement, has accepted that more is possible, and has fully embraced its “Aim High” vision. We aim to do this through the provision of an innovative, inclusive curriculum that stretches, challenges and prepares pupils to be self-reliant and achieve their potential through becoming independent, reflective and resilient learners. We aim to inspire, challenge and support pupils to become effective global citizens.

Some facts about our school:

- Popular, over-subscribed, 856 strong 11-16 school.
- Just under 30% of the intake are ‘disadvantaged’ and are supported through Pupil Premium funding.
- 20% of pupils have SEN including 41 pupils who have EHC plans.
- Enhanced Resource Status for Autism.
- Trauma Informed and Attachment Aware.
- Restorative Behaviour System.
- Progressive Personal Development Curriculum.
- High expectations of all learners regardless of their background, need or ability.
- Early pastoral intervention/help provision through the internal Intervention Team.

Professionalism, best practice and a constant desire to improve are evident in all aspects of our school, including governance. Governors at Tibshelf are well organised, well briefed and highly professional individuals from a variety of backgrounds. They play a vital role as effective strategists and offer support and appropriate challenge to school leaders in all aspects of



## Letter from Chair of Governors Cont.

operational leadership.

Tibshelf is a village in North East Derbyshire and the school is a centrepiece for the local community (one in which they are rightly very proud). Our school enjoys an excellent reputation both within and beyond the local area and is a highly desirable destination to send students. Every year we are oversubscribed and are forced to disappoint many hopeful parents. For many years, we have been well known for producing extremely able, well balanced young people with high personal standards and aspirations. Our past students remember their time at Tibshelf with great affection and happiness.

At Tibshelf School, we feel that Personal Development and Character Education is founded on two important principles. Firstly, that character traits are the basis of individual and societal flourishing and secondly, that schools and teachers can and should play a fundamental role in developing these character traits in their students. Character education at Tibshelf School is about helping the students grasp what is ethically important in situations and how to act for the right reasons, so they become autonomous and reflective. Students need to decide the kind of person they wish to become and to learn to choose between alternatives. At Tibshelf School we want our students to become equipped with the intellectual tools to choose wisely of their own accord within the framework of a democratic society.

At our school, you will find a welcoming, friendly and inclusive atmosphere that places a very high importance on pastoral initiatives and care for the wellbeing of both our young people and staff. If you would like to visit the school, please call Mrs Bev Wright, School Business Services Manager, to arrange an appointment on 01773 872391.

**Andrew Dennis**

**Chair of Governors**

# Our School Improvement Plan

**Alta Pete : Aim for the Highest**

**Governing Principle:**

**"Working Together To Make Our School Even Better"**

**Mission:**

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21<sup>st</sup> century.

**We aim high through our unrelenting focus on:**

**The Learner is at the heart of everything we do**

- 1.1 We aim high through our 'I can' culture building a climate of resilience to create independent 21<sup>st</sup> century learners
- 1.2 We aim high by having excellent practices for facilitating mental health and well-being
- 1.3 We aim high through developing an innovative KS3 curriculum that stretches, challenges and prepares independent learners for the increased demands of KS4
- 1.4 We aim high through developing a relevant KS4 curriculum that is accessible for all and develops independent learners as lifelong learners
- 1.5 We aim high to ensure that all learners achieve their potential and that all gaps are closed
- 1.6 We aim high through having the highest expectations of ourselves, each other, our school and the community

**Learning is exciting, engaging and inspirational**

- 2.1 We aim high through creating exciting, engaging and inclusive learning spaces
- 2.2 We aim high through challenge in our teaching to enable learners to be aspirational and make significant progress
- 2.3 We aim high through every lesson being challenging, exciting and engaging for all students
- 2.4 We aim high through ensuring that all our parents know what learning looks like at Tibshelf
- 2.5 We aim high through excellent professional development to ensure that all staff are experts in subject knowledge
- 2.6 We aim high by collaboratively working to deliver learning that enables students to be independent, reflective and resilient

**Working together as a professional community to ensure best outcomes for all**

- 3.1 We aim high by being cutting edge with new initiatives and legislation
- 3.2 We aim high through professionalism at all levels with a 'no excuses' culture
- 3.3 We aim high through using expert staff to develop others and actively promote an 'open door' culture
- 3.4 We aim high through collaborative working to highlight potential CPD
- 3.5 We aim high by ensuring that we have 'excellent' strategic and operational resourcing by having all staff (including Governors) in the right jobs with the right skills and specialist knowledge supported by outstanding CPD
- 3.6 We aim through a rigorous Performance Management system linked to accountability and school improvement
- 3.7 We aim high by developing consistently excellent leadership at all levels across the school
- 3.8 We aim high through high quality of services and products
- 3.9 We aim high through safe and secure working environments
- 3.10 We aim high through recognising the health and wellbeing of our staff to enable effectiveness, high levels of productivity and innovation



# Continued Professional Development

At Tibshelf Community School we are committed to the professional development of all of our staff. We provide an outstanding Continued Professional Development offer internally which is accessed by all staff as part of directed and disaggregated time. All staff receive a personalised approach to their development, which is linked to their annual performance management/appraisal and also reflects our shared vision for whole school improvement.

We promote a culture of collaborative learning for both staff and students. We offer a range of collaborative CPD opportunities, both in terms of programmes and events across the school year. We use climate walks as a means of identifying excellent practice and then cascade and share these practices with other staff across the school by 'buddying' staff up.

Departments are organised in Faculties and time is provided for Departments to regularly come together so that staff can share best practice and develop within their subject areas.

The school's approach to CPD is broad, and personalised to the needs of every individual member of staff. Some examples of how the school supports ongoing professional development are listed below:

- Nationally recognised external programmes (such as SSAT Lead Practitioner accreditation and National College NPQML/NPQSL qualifications)
- Subject Knowledge Enhancement programmes
- External guest speakers/specialists
- Financial contributions towards external qualifications
- Active partnerships with local Teaching School Alliances, which provide opportunities for external CPD and collaborative groups such as Subject Networks
- Comprehensive internal CPD programmes
- Coaching
- ECTs are supported through a bespoke CPD pathway
- A focussed T&L team/Lead Practitioners deliver bespoke CPD
- Leadership opportunities through project work
- ITT mentoring opportunities
- ECT mentoring opportunities
- Opportunities for all staff to contribute to the delivery of internal CPD
- Ambition Institute

All of our CPD opportunities are evaluated for impact and we have a proven track record of developing excellent teachers and leaders, which has resulted in high levels of internal promotion.



# Staff Wellbeing

We recognise the importance of ensuring that all staff at Tibshelf Community School enjoy a healthy work-life balance in order to ensure they can not only provide the best teaching and learning outcomes to our students, but that the school can promote a culture of progress and wellbeing at all levels.

We work hard offering a variety of initiatives, services and events to provide a well-rounded sense of wellbeing. A happy working life and career at Tibshelf Community School is supported by some of our key wellbeing initiatives including:

- Whole Staff Induction programme
- 1-1 personalised performance management/appraisal system
- Mentors for ECTs
- Exemplary CPD programme
- Leadership Development Opportunities
- Celebration Events
- Sports & social events
- Dedicated department bases for teaching faculties
- On-site parking
- Laptops with secure home-school access for all teaching staff
- Extended access to school during our wider opening hours
- Access to the canteen and dining facilities

In addition to the above, all staff members have access to complimentary medical and wellbeing support services available 24 hours a day/7 days a week including (but not exhaustive):

- Nurse support service
- Emotional support and counselling
- Workplace assessments
- Occupational health referrals for access to physiotherapy and workplace adjustments





# School Information

<b><u>Date of Appointment</u></b>	January 2022
<b><u>Salary</u></b>	Individual School Range L28 – L34
<b><u>Estimated Number on Roll</u></b>	870
<b><u>Teaching Commitment</u></b>	Nil
<b><u>Management Structure</u></b>	Headteacher (temp) + Snr (temp) Assistant Headteacher x 1 + Assistant Headteacher x 1 + Assistant Headteachers x 3 (temp)
<b><u>Establishment</u></b>	Head + 102.3.8fte

## **Staffing**

Teaching staff	47.8fte
TA's	21 fte
Admin staff	11 fte
Technical support	4.5 fte
Site management	3 fte
Midday supervisors	6

## **Location**

The school is located near the town of Alfreton. The rural village of Tibshelf is an ex-mining village located in the Bolsover District of the county of Derbyshire. Tibshelf is a popular place to live, in part due to its location near the M1 motorway and its proximity to Nottingham, Sheffield, Derby, Chesterfield and Mansfield.

## **Accommodation**

The school moved to a new build site on Doe Hill Lane in 2013. The buildings comprise five main blocks that reflect the Faculty structure. As an ex-Sports College, a significant design feature is the excellent indoor sports facilities. Outdoors there is a full-size flood-lit astro-turf pitch and associated sports pitches and tennis courts.

## **OFSTED Inspection**

The school was inspected in March 2016 and received a 'Good' judgement.



# School Information Cont.

## **Financial Budget 2020/2021**

The school's basic school budget for this financial year is £4.5m

Plus extra eligible funding –

£232k pupil premium

£116k SEN funding

## **Applications**

Candidates should submit applications online on a DCC Teacher Application Form, together with a supporting statement letter matching their skills and experience to the headings in the Job Description and Person Specification. The letter should be no longer than 1500 words (please include word count). CVs should not be attached.

If preferred, **postal application forms** are available from Call Derbyshire on 01629 533190, quoting the job reference number attached to this post. Completed applications should be sent to Derbyshire County Council, Recruitment Section, County Hall, Matlock, Derbyshire DE4 3AG, allowing sufficient delivery time to meet the deadline for applications.

In order to comply with the safer recruitment requirements, candidates must fully complete the application form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained.

## **References**

Open testimonials are not accepted for this post and it is intended that the Local Authority will take up a professional reference from your **existing employer** and one other professional reference of your choice. ***If you are not currently working with children, references will be requested from a previous employer where this was the case. You are, therefore, requested to supply contact details for this organisation and also to alert all referees to expect a request, should you be short-listed.*** References from relatives or people writing solely in the capacity of friends will not be accepted.



# School Information Cont.

## **Interviews**

It is intended that interviews will take place from 6<sup>th</sup> to 8<sup>th</sup> July 2021. The first day will start with an opportunity for the candidates to tour the school prior to the start of the interviews, with the formal selection procedures continuing on the second and third days.

*Candidates selected for interview will be contacted by telephone. If you have not been contacted within seven days of the proposed interview dates you should assume, on this occasion, that you have not been shortlisted for interview. Should you wish to make any further enquiries, please contact the Headship Recruitment Team on [headship.recruitment@derbyshire.gov.uk](mailto:headship.recruitment@derbyshire.gov.uk).*

The Governors will be advised by a Local Authority Officer and Adviser.

**Closing Date:** 17<sup>th</sup> June 2021

*Due to this post having access to children and/or vulnerable adults, an enhanced Disclosure and Barring Service check will need to be undertaken for all candidates. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided*



# Job Description

**Post Title:** Head Teacher

**Responsible to:** The Governing Body of Tibshelf Community School

**Main Purpose:** To carry out the duties of Head Teacher in accordance with the Teachers Pay and Conditions Act and other relevant statutory provisions.

## Shaping the Future

The Head Teacher will work with the Governing Body and others to create a shared vision and strategic plan which inspire and motivate pupils, staff and all other members of the school community.

The Head Teacher will:

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and a positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the school and community at large.

## Managing the Organisation

The Head Teacher will provide effective management of the school and continuously seek to improve organisational structures based on self-evaluation.

The Head Teacher will:

- Take responsibility for safeguarding and promoting the welfare of children.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal



## Job Description Cont.

requirements.

- Produce and implement clear, evidence-based improvement plans and policies for the development of the School and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

### **Leading, Learning and Teaching**

The Head Teacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which all impact on pupils' achievement.

The Head Teacher will:

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole



## Job Description Cont.

school community.

- Implement strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement Assessment for Learning.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of pupils.
- Challenge under-performance at all levels and ensure action is taken to secure improvement.

### **Developing Self and Working with Others**

Effective communication and relationships are key to effective headship. The Head Teacher needs to build a professional learning community which enables others to achieve.

The Head Teacher will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance management.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others.
- Regularly review own practice and achievements, set personal targets and take responsibility for own personal development.

### **Securing Accountability**



## Job Description Cont.

With values at the heart of leadership, the Head Teacher has a responsibility to the whole school community and is accountable to a range of groups particularly pupils, parents, carers, Governors and the LA.

The Head Teacher will:

- Take responsibility for establishing and monitoring the systems and culture of the school to promote and safeguard the welfare of young people.
- Fulfil commitments arising from contractual accountability to the governing body.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.

### **Strengthening Community**

The Head Teacher should engage with the internal and external school community to secure equity and entitlement and collaborate strategically and operationally with a wide range of partners to bring positive benefits.

The Head Teacher will:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.



## Job Description Cont.

- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.



# Person Specification

Measurements: A = Application I = Interview R = Reference		
Qualifications	<ul style="list-style-type: none"> <li>Degree</li> <li>DfE recognised qualified teacher status</li> <li>Evidence of recent relevant Continuing Professional Development including NPQH.</li> </ul>	A A A, I
Experience	<ul style="list-style-type: none"> <li>Significant recent and relevant experience as a Head Teacher/ Principal, Deputy / Associate Head Teacher or equivalent.</li> <li>A proven track record of successful leadership</li> <li>Successful experience of raising achievement</li> <li>Success in working with and engaging the involvement of external partners and the local community</li> <li>Successful teaching of pupils in Secondary phase</li> </ul>	A, I, R A, I, R I, R A, I A, R
Knowledge and Understanding	<ul style="list-style-type: none"> <li>Knowledge and understanding of current issues and best practice including:</li> <li>Safeguarding children and young people</li> <li>What constitutes a good school</li> <li>The process of strategic planning and school self-evaluation</li> <li>Ways to communicate and translate a shared vision into practice</li> <li>Leading the management of change</li> <li>Application of new technologies to teaching, learning and management</li> <li>Comparative data and performance indicators to establish benchmarks and set targets for improvements</li> <li>National policy framework and current educational legislation and initiatives</li> <li>Principles of effective teaching and assessment for learning</li> <li>Roles and responsibilities of Governing Body, LA and of the requirements for accountability</li> <li>School budget management and financial responsibilities</li> <li>Strategies for fostering school improvement, including attendance and behaviour for learning</li> <li>Equal opportunities and commitment to their pursuit</li> <li>Legal issues relating to school management</li> <li>Knowledge and understanding of Post 16 Education</li> </ul>	I A, I I A, I A, I I I I A, I I A, R I I I A, I

## Person Specification Cont.

Personal and Professional Qualities	<ul style="list-style-type: none"> <li>• Commitment to the welfare and safeguarding of young people</li> <li>• Strong personal motivation and drive and the ability to work under pressure and prioritise effectively</li> <li>• A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community</li> <li>• The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision</li> <li>• Commitment to ensuring inclusion, addressing diversity and access</li> <li>• Commitment to own personal and professional development and that of all staff</li> <li>• High order analytical and problem-solving skills and the ability to make informed judgements</li> <li>• Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community</li> <li>• The ability to engage parents in supporting children's learning</li> <li>• The ability to fill the role of lead professional in classroom practice</li> <li>• Commitment to an open, collaborative style of management</li> <li>• Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community</li> <li>• The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed</li> <li>• The ability to form and maintain appropriate relationships and personal boundaries with young people</li> </ul>	<p>I</p> <p>I, R</p> <p>I</p> <p>I, R</p> <p>A, I</p> <p>A, I</p> <p>I</p> <p>A, I</p> <p>I, R</p> <p>R</p> <p>I</p> <p>A, I</p> <p>I</p> <p>I, R</p>
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