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**INFORMATION PACK**

**Position: Home School Leader**

**Scale: L9 – L12**

*A Letter from the Headteacher*

**Section 1: An Introduction to Saddleworth School**

**Section 2: Job Description**

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Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply.

We are seeking to create an exciting and nurturing learning environment which is inspiring and empowering for all of our students. During their five years with us we ensure that they have the opportunities to explore their passions and interests; find the things which get them excited about their futures and which inspire them to strive for their very best. Our aim is to harness the enormous potential of each and every student so they can be empowered to have happy, successful and rich lives.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community, we work and learn together and we support and care for one another. This is what makes our school unique and special.

Saddleworth is a comprehensive school and the only local authority maintained 11-16 school in Oldham. The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; students join us from villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

Due to our success, the school has grown over the years and we are now able to accommodate 1380 children, organised into five year groups with up to 280 students in each. We have recently moved into a brand new purpose built school building with a wealth of facilities. This will not only support us to provide a first class learning experience for our students but will also mean that we can continue to grow and increase our student number to 1500 over the next five years.

Currently, we have 82 teachers and 77 support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development and as part of our commitment to ‘empower and inspire’ everyone in our school community. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

We also are an associate partner of The Dovestone Learning Partnership made up of eight partner primary schools and expect to become a full partner now that we have moved to our new school building. For more information about the Dovestone Learning Partnership visit: <https://www.dovestonelearningpartnership.org>

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,



# Section 1:

# An Introduction to Saddleworth School

**Our Vision**

To **Empower** and **Inspire**

Enabling young people to develop and find their talent

**Our staff**

The key strength of the school is the staff. There is a genuine sense of community and all

within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

**Our geographical area**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school has recently moved to the village of Diggle just off the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road.

**Our school organisation**

The school is oversubscribed and the number on roll is currently 1380 but will expand to 1500 over the next five years now that the school has moved to its brand premises in the village of Diggle. After more than 100 years at our old school we have now relocated to a new site with a new school building. After a long wait staff and students are delighted to be in our new fantastic new school. We now have a school with state of the art classrooms, fully equipped specialist areas and modern facilities to support our delivery of a first-class learning experience for our students.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:40am form time registration. There is a split lunchtime: students in Years 8 & 10 have their lunch together first followed by Years 7, 9 and 11. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a specialist provision through or Link Department for students in need of additional support and/or a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

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| **Quick Facts** |
| **Age range** | 11-16yrs |
| **Local Authority** | Oldham LA |
| **Number of children** | 1380 |
| **% FSM** | 16.2% |
| **% SEN** | 13.2% |
| **% EAL** | 2% |

**Our Values and Ethos**

The school is over 100 years old and has a proud tradition of enabling our young people to experience academic success whilst also providing a nurturing and supportive environment. Our students and their wellbeing are at the heart of everything we do and our team of dedicated staff will support every young person so that they can thrive and flourish.

At Saddleworth we are ambitious for our students and we aim to instil that sense of ambition in them too. We have high standards and expectations of them and their futures. We want our students to be successful academically but also to gain the knowledge and skills to make sense of the world and to contribute positively to the communities in which they live.

The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It is vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline, confidence and independence.

Ultimately, we want children to leave our school feeling happy, empowered and inspired and we want to work with parents, students and colleagues who share that ambition.

**CPD opportunities**

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday there is a calendared programme of development opportunities in which all staff engage. There is also a complementary programme of CPD accessible to all staff to support development to their career stage or specific areas of interest may be.

**Equality of opportunity**

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, religion, marital status, sexual orientation and/or medical condition.

**Safeguarding**

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth community.
* All work hard and are considerate and courteous towards each other
* We are respectful, compassionate and kind.
* We are all encouraged to explore, find, nurture and develop our passion
* We are ambitious for ourselves and for each other.
* We have high standards and expectations and strive for excellence.
* We embrace success and take pride in our own achievements and those of others
* We develop and encourage a growth mind-set and positive attitudes in ourselves and others
* We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

**Section 2: Job Description**

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| **Post Title** | **Home School Leader**  |
| **Leadership Range** | **L9 – L12** |
| **Purpose of the Post** | Responsible to: Deputy Headteacher (Standards of Behaviour and Ethos)The successful candidate will be responsible for ensuring that students in their year group are supported to make excellent progress; receive high quality pastoral care and are demonstrating consistently high standards of behaviour, conduct and engagement with learning. |
| **Key Responsibilities** | * To ensure a consistent and continuous focus on student progress and achievement within the year group and to be accountable for it.
* To be an active and integral member of the ESLT, regularly reporting on the progress of the year group.
* To ensure that data relating to students’ prior progress is used effectively and that teachers set challenging targets for each child.
* To proactively monitor and improve attendance of students in the year group.
* To take lead responsibility in ensuring that behaviour the year group is appropriate and enables effective learning.
* To uphold the highest standards of student behaviour across the year group by ensuring that systems are in place that track effort and behaviour and reward the many children whose behaviour is exemplary.
* To deal swiftly with instances of inappropriate behaviour within the year group to ensure that they do not reoccur.
* To implement relevant policies to ensure consistency across the year group and the school.
* To support the compilation, distribution and follow up of accurate and impactful reports to parents and carers.
* To respond swiftly to community and parental concerns ensuring that the good name of the school is upheld.
* To use restorative approaches whenever possible to resolve conflict and create a harmonious environment.
* To act as lead Child Protection Lead for the year group reporting when necessary to the designated Child Protection Officer in school
* To take lead responsibility for ensuring the highest levels of student attendance within the year group
* To liaise closely with the schools SENCo ensuring all students within the year group are appropriately supported and challenged
* To work closely with the AHT Standards of Behaviour and Ethos to ensure that provision of Restart and the Link is appropriately used to support students with the year group.
* To build positive relationships with parents, colleagues and outside agencies.
* To reflect on personal contribution to school achievements and to take account of feedback from others.

**Other Responsibilities*** To develop and promote policies and procedures that ensure that the school’s ethos is reflected in every aspect of the school’s work.
* To be a visible, accessible presence in and around school.
* To comply fully with the school’s health and safety policy.
* To teach a reduced timetable.
* Any other duties that might reasonably be required of a member of the ESLT.
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| ***N.B. This job description is current at the date show, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job, which are commensurate with the salary and job title.*** |

**Section 3: Person Specification**

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| **Home School Leader** |

PLEASE NOTE: The Selection Panel will use the criteria below to shortlist. Only those

applicants who demonstrate that they meet all the essential criteria to the Panel’s

satisfaction will be invited to interview.

**\*A –** Application form/supporting statement **I –** Interview **R –** Reference

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| Selection Criteria  | Essential or Desirable | How Assessed |
| **Education/ Qualifications & Professional Development** |  |  |
| Degree or equivalent qualification  | E | A |
| Qualified teacher  | E | A |
| Evidence of continuing professional development  | E | A |
| Further higher education qualification beyond first degree level | D | A |
| **Leadership and Management** |  |  |
| Experience of leading and managing whole school initiatives  | E | A,I,R |
| Successful and proven track record teaching across the ability range 11 – 16  | E  | A,I, |
| Has initiated and successfully managed significant change | E | A,I,R |
| Experience of a significant management role  | D | A,I,R |
| Experience of the needs of students from different ethnic backgrounds  | D | A,I,R |
| Ability to lead, motivate and inspire  | E | A,I, |
| Ability to lead and work as part of a team  | E | A,I,R |
| Commitment to community education  | E | A,I, |
| Ability to be flexible, resilient and plan strategically  | E | A,I, |
| Ability to prioritise, plan and organise  | E | I,R |
| Ability to direct and co-ordinate the work of others in a professional manner  | E | A,I,R |
| Ability to work under pressure to achieve, to have high expectations, lead by example and meet deadlines  | E | I,R |
| Ability to communicate clearly  | E | A,I, |
| Proven high quality management skills | E | A,I,R |
| **Professional Attributes**  |  |  |
| Proven record of helping all students to achieve high standards and to fulfil their potential  | E | A,I,R |
| Expertise in using data to establish benchmarks and set targets for improvement  | E  | A,I, |
| Ability to maintain the high profile of the school within the wider community  | E | I |
| Working knowledge of relevant legislation and current educational issues  | E | I |
| **Personal Qualities** |  |  |
| Deal sensitively with people and help to resolve problems  | E | I,R |
| Take firm action when appropriate  | E | I |
| Demonstrate courtesy, integrity and be approachable and fair  | E | I,R |
| Create and secure enthusiasm and earn the confidence of staff, students parents and governors | E | A,I,R |
| Develop appropriate working relationships with all in the school community  | E | A,I,R |
| Have energy drive and enthusiasm to lead projects through to completion | E |  |
| Effective oral and written communication to a wide range of audiences  | E | A,R |
| Effective chairing of meetings  | E | I |
| **Safeguarding** |  |  |
| Proven commitment to and up to date knowledge of the protection and safeguarding of children and young people | E | I,R |
| The ability to form and maintain appropriate relationships and personal boundaries with young people | E | I,R |
| Knowledge and understanding of, and willingness to cooperate and work with relevant agencies to protect young people | E | I,R |
| Proven and demonstrable experience and commitment to promoting positive behaviour and values amongst staff and pupils and address/respond appropriately to concerns and issues | E | A,I,R |