Trust in Learning
Trust in Success

ORCHARD SCHOOL BRISTOL

Interim Senior Leader for Inclusion

ORCHARD SCHOOL BRISTOL
A member of Trust in Learning (Academies)

Application Pack – November 2022 (Interim)

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Interim Senior Leader for Inclusion

Orchard School is looking for an interim experienced Senior Leader from January 1st 2023 until the end of the school year. This is to cover the long-term absence of a senior member of staff who leads inclusion.

The remit to be covered includes Attendance and Safeguarding, and has a breadth of line management responsibilities including our Mental Health team of staff, Pastoral Managers and the Independent Study Room/On Call team.

The role is a busy one, and will need someone who is passionate about inclusion, who wants to make a real difference. You will understand the demands of working in a school serving disadvantaged children, and know that high expectations of children and staff are paramount.

You must already have substantial successful experience with a senior leadership team.

There will be no teaching involved in this role, but duties before and after school, and over children's lunchtime will be essential, alongside being able to meet parents and manage the school operationally on a day-to-day basis.

You will need to be able to work with our school improvement plans, write reports and instigate strategic change as required. Data, IT and analytical skills are essential.

We are advertising at Assistant Head Level, but if an experienced Deputy Head or Headteacher wishes to apply, we would warmly welcome your application and consider the remit accordingly.

Interested in Applying?

If you would like to find out more about the role, please book a phone call with the Headteacher, Julia Hinchliffe, by emailing her PA, Emma Snell on esnell@orchard.tila.school

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Job Description

Job Title: **Assistant Headteacher**

Responsible to: **Headteacher**

MAIN DUTIES AND RESPONSIBILITIES:

Strategic planning of teaching and learning, and pastoral care

- Develop strategic and operational plans to promote and sustain continual improvement across your allocated teams, ensuring the highest standards of teaching, learning and achievement
- Lead the monitoring evaluation and review of curriculum and standards in the allocated teams, celebrating successes, and supporting and challenging Heads of Faculty/Houses to review priorities and implement change where necessary
- Oversee the strategic management of data, assessment and target-setting in your teams, working with Senior Leaders to agree challenging and aspirational targets, and presenting to governors or external bodies as required
- Establish within your designated teams a range of successful and sustainable early intervention programmes to diminish differences for disadvantaged students and other key groups
- Ensure the efficient and effective allocation of resources to improve the quality of education and achievement; manage delegated budgets effectively
- Ensure your teams are effectively and efficiently timetabled, roomed and resourced, negotiating and promoting changes where necessary

Whole-school improvement

- Maintain an environment to promote and secure effective learning, outstanding teaching, and high standards of achievement, behaviour and attendance
- Promote the culture in House leadership of challenge, support and resilience, alongside competition and ORCHARD values, supporting students to engender self-belief and sense of agency
- Play a leading and highly visible role in the day-to-day management of the school, including leadership of duties and of assemblies
- Contribute to whole-school planning, including leading an area of the School Development Plan, and being accountable for its implementation
- Take an active role in all SLT meetings and briefings
- Develop selected policies and practice to ensure they take account of national, local and school requirements, and apply sound educational practice through evidence-based research

Leadership of staff

- Ensure all staff understand their roles in overcoming disadvantage and advancing equality, by promoting accountability for learning and outcomes
- Hold staff to account through robust performance management and supportive coaching conversations; lead on strategic actions in managing underperforming staff

- Provide opportunities for colleagues to flourish through the development and training of staff at all levels; support leaders to become the best they can be
- Engage in the process of appointing and inducting new staff
- Lead staff in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.

External partnerships

- Collaborate with other schools, TiLA and the wider community to share expertise and bring mutual benefits.
- Build and maintain effective relationships with parents, carers, partners and the community to enhance the education of young people and the wider community.

Teaching

- Undertake an appropriate programme of teaching in line with Teachers Standards and the highest of school expectations

Assistant Head whole-school responsibilities

These will be negotiated depending on the needs of the school, the strengths of the successful candidate and opportunities for all Assistant Head post holders to develop their skills over time in order to prepare them for Deputy Headship.

Personal Responsibilities

- To carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety guidance and legislation
- To promote the safeguarding of children
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To participate in appraisal/performance management, and undertake training and professional development as appropriate

Data Protection

- To be aware of the Trust's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on school systems and ensure that all administrative and financial processes comply with this
- To maintain client records and archive systems, in accordance with the Trust's procedures, policy and statutory requirements

Confidentiality

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employee access to and use of the school's/Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation.

Equalities

- The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to

understand, comply with and to promote its policies in their own work, undertake appropriate training and challenge racism and all forms of discrimination

Health and Safety

- Every employee is responsible for their own Health and Safety, as well as that of colleagues, students and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management personnel

Safeguarding

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.
- This post is subject to an enhanced DBS check

Additional duties/ responsibilities

- To comply with any reasonable request to undertake work of a similar level that is not specified in this Job Description

Fluency duty

- This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time.

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Person Specification

		Essential (E) Desirable (D)	Assessment Method
1.	**Experience and qualifications**		
1.1	Good Honours degree or equivalent	E	1/2
1.2	Qualified Teacher Status (QTS)	D	1/2
1.3	Substantial successful experience as a Senior Leader with a demonstrable track record of impact on outcomes	E	1/2/3
1.4	Experience in a school/setting serving a diverse and multi-cultural community	D	1/3
		Essential (E) Desirable (D)	**Assessment Method**
2.	**Leadership skills – the ability to lead others**		
2.1	Build, support and challenge high performing teams	E	1/2/3
2.2	Experience in embedding an ethos of shared responsibility for the outcomes of the school	D	1/3
2.3	Able to direct the work of others and hold to account	E	1/2/3
2.4	Has a proven track record of supporting others to achieve their potential	E	1/2/3
		Essential (E) Desirable (D)	**Assessment Method**
3.	**Knowledge, understanding and skills**		
3.1	Effective communication skills – able to write accurately and effectively for all audiences	E	1/3
3.2	Ability to maintain a high work rate and to juggle a range of tasks and competing priorities	E	1/3
3.3	Experience of sophisticated data interpretation used to impact on outcomes	E	1/2/3
		Essential (E) Desirable (D)	**Assessment Method**
4.	**Values and beliefs and personal attributes- be able to demonstrate through experience**		
4.1	A commitment to inclusive education and the belief that all can succeed	E	1/3
4.2	Maintaining high expectations and standards of participation, achievement and behaviour	E	1/2/3
4.3	Enthusiasm, energy and ambition	E	1/2/3
4.4	Personal impact and presence	E	1/2/3
4.5	Tact and sensitivity	E	1/2/3
4.6	Flexible, adaptable and reflective	E	1/2/3

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Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our web site: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2022.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

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How to Apply

Application Form
Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Letter of Application
Your letter of application should be written to the Headteacher and address the person specification points carefully. You should write how and why you feel that you are equipped to fulfil this role noting your experience, skills, personal attributes and values.

Interview Process
After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview on the content of your letter of application, so please read the Job Description and Person Specification carefully before you complete your letter.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

We reserve the right to close the position early due to an exceptional candidate. We therefore strongly encourage you to apply as early as possible.

Closing Date: **Thursday 1st December, 9.00am**

Interview: **Friday 9th December**

Applying: Completed Application Forms should be returned to: recruitment@tila.school