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**Building Brighter Futures**

RECRUITMENT PACK

Secondment opportunity for Assistant Headteacher

**Job Role: Assistant Headteacher for Curriculum**

Website: [www.inclusion.sheffield.sch.uk](http://www.inclusion.sheffield.sch.uk)

**Why we are here.**

Thank you for your interest in the vital position of Assistant Headteacher with the responsibility for curriculum across the school.

This post is ideal as a secondment opportunity for someone seeking promotion from a middle leader position as a core subject lead.

You will gain a range of experience that will prepare you to apply for senior leadership positions.

We feel we are the most important school in Sheffield with some of the most vulnerable and at the same time vibrant children in the city. Many of our children have unsettled home lives and mental health difficulties. Therefore, it is important to role model behaviour and always show children unconditional positive regard.

Everything we do is based on relationships and building trust.

Our children have not had the best start to their young lives in education so we need to help them become ready to learn and then to accelerate their learning, so we provide a brighter future with improved life chances.

We achieve this with a range of personalised learning pathways and by surrounding the young person with a team who care and believe in them. The team is made up of teachers, mentors, teaching assistants, therapists, youth workers, youth offending workers, transition coaches, etc. We are fortunate enough to be supported by a range of external agencies from the LA, the NHS and social care.

All our children have been permanently excluded from mainstream school. Some children are reintegrated back to mainstream. Young people come to us with unmet Special Educational Needs and in some cases a full assessment of need is carried out resulting in an Education, Health and Care Plan (EHCP). In some cases, these young people may be better placed at a Special School and again we will ensure we support that transition.

Across Sheffield we have 8 smaller campuses, please reference the website for locations. We also have four prevention bases that aim to prevent permanent exclusions.

**Our single purpose is based on these values**

* Everyone deserves a fresh start
* Everyone wants more success when they start to feel success
* Everyone functions and learns better when they feel safe and there are routines
* Everyone needs others to believe in them and care for them and respect them
* Everyone needs support to alter their behaviours and mindset
* Everyone needs to know about the opportunities in order to take them
* Everyone learns differently and at a different pace.

As Assistant Headteacher responsible for the curriculum you will be integral to developing our vibrant, versatile and engaging curriculum.

**Teaching & Learning**

Excellent Teaching and Learning is at the heart of unlocking a child’s potential, placing them firmly on the path to future success and brighter futures, whilst nurturing and supporting their wider development.

At the Sheffield Inclusion Centre our teaching and learning model is based on supporting our children to know more and remember more.

Each lesson builds in opportunities to check previous learning, deliver new content, model and support independent practice.

Reading plays a crucial part in our lessons and our children are supported and challenged to become familiar with new subject specific vocabulary.

**Curriculum**

We know when our children start with us they will have many gaps in their learning. This will be for a number of reasons. As educators our job is to quickly work out where the gaps exist and plug them, all the time building confidence and a sense of success they may not have experienced before.

It is vital that we have high expectations for our children so we give them the best start in life, tooled up with skills and knowledge ready for their next phase of learning.

Every minute at school should be seen as an opportunity to help the child to make progress whether it be academically or socially and emotionally.

The curriculum offered at the centre is personalised in order to meet the individual needs of each pupil.

​We look forward to receiving your application and please do not hesitate to request a visit or more information.

**About the Role**

**Job Title:** Assistant Headteacher for Curriculum

**Contract:** Secondment for 1 year

**Salary:** L7 to L11

**Start Date:** As soon as possible

**Closing date: 8th June 2023**

**Interview: To be confirmed**

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Are you hard working? Resilient? Do you have a great sense of humour? Do you want a role that may vary from day to day, bringing unique challenges and rewards? Can you work under pressure and to deadlines? Are you an excellent practitioner? Be able to work as part of a team? Then we want you!

We are looking for a passionate and enthusiastic Assistant Headteacher to work with us and lead the curriculum across our school. We are seeking a dedicated and hardworking Assistant Headteacher who will be able to continue the work driving up standards towards good and outstanding. We are looking for a core subject specialist with experience of leading a team.

As a school we are working towards good or outstanding and in the last three years there has been a transformation of our service into a school with high expectations for our pupils in terms of behaviour and academic rigour.

We want to add capacity to our team by recruiting an innovative, inclusion practitioner. You will have in your heart the desire to equip our young people with the skills and knowledge to live safe, fulfilled and successful lives. For us the right personality and an ability to connect with our young people is key and absolutely essential.

We are looking for an Assistant Headteacher who can:

* Join the Senior Leadership in our mission to gain good and outstanding provision
* Offer strategic support to the school under the direction of the headteacher
* Deliver a curriculum with highly skilled differentiation and a strong focus on pupil engagement and creativity
* Show dedication and patience in working with pupils with behavioural, emotional and social difficulties
* Rise to the physical and emotional challenges of teaching students who are disaffected with education
* Help our students make accelerated progress towards national expectations in all subjects
* Show commitment to understanding and improving the life circumstances of all our pupils.
* Be an excellent team player
* Deliver outstanding provision to raise the attainment and achievement of our pupils
* Have high aspirations for all of our pupils
* The ability to assess the progress of learning, keep accurate assessment data and the potential to analyse the data.

Many of our students also have underlying Special Educational Needs, and an understanding of some of the key features will be beneficial. We are looking for someone who is adaptable and enjoys the daily excitement of working in a challenging environment. No two days are the same. You will need to be a good team player, but confident to work on your own initiative.

For further details please contact our headteacher by email at [Tuesday.Rhodes@inclusion.sheffield.sch.uk](mailto:Tuesday.Rhodes@inclusion.sheffield.sch.uk)

A recruitment pack is available via our vacancies page on our website [www.inclusion.sheffield.sch.uk](http://www.inclusion.sheffield.sch.uk) or [www.sheffield.gov.uk](http://www.sheffield.gov.uk) – jobs page.

Please send a letter of interest in the first instance to Tuesday Rhodes, Headteacher [Tuesday.Rhodes@inclusion.sheffield.sch.uk](mailto:Tuesday.Rhodes@inclusion.sheffield.sch.uk)

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

We value our diverse workforce and aim to work together to make the most of our differences. We welcome applications from everyone.  Under the Disability Confident Scheme, disabled applicants, who meet the essential criteria of this job, are guaranteed an interview.

Assistant Headteacher Role, Job Description and Person Specification

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| Sheffield Inclusion Centre | |
| **Salary range:** | **ISR:** L7 – L11 (£51470- £56796) |
| **Role of the Assistant Headteacher:** | An assistant headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:   * formulating the aims and objectives of the school; * establishing the policies through which they are to be achieved; * managing staff and resources to that end; * monitoring progress towards their achievement;   and undertake any professional duties of the headteacher reasonably delegated by the headteacher  *(Paragraph 49, School Teachers’ Pay and Conditions Document)* |
| **Responsible to:** | The Headteacher, the Governing Body of the school and the Executive Director of Children, Young People and Families. |
| **Responsible for:** | The teaching and support staff of the school and its children and young people. |
| **The Assistant Headteacher will be expected to work with the Headteacher to:** | * Fulfil all the requirements and duties set out in the School Teachers’ Pay and Conditions Document relating to the Conditions of Employment of Headteacher. * Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015. * Achieve any performance criteria, objectives or targets agreed with or set by the School’s Governing Body in accordance with the requirements set out in the School Teachers’ Pay and Conditions Document. * Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met. |

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| Job Description |
| Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four *‘Excellence as Standard’* domains. The Management Committee has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively. |

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| **Domain One** | **Domain Two** | **Domain Three** | **Domain Four** |
| **Qualities and knowledge**  *Assistant Headteachers:*  1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. | **Pupils and staff**  *Assistant Headteachers:*  1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes. | **Systems and process**  *Assistant Headteachers:*  1. Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. | **The self-improving school system**  *Assistant Headteachers:*  1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. |
| 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. | 2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being. | 2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. | 2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. |
| 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. | 3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. | 3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. | 3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. |
| 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. | 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. | 4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance. | 4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. |
| 5. Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context. | 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. | 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability. | 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. |
| 6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel. | 6. Hold all staff to account for their professional conduct and practice. | 6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. | 6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education. |

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| Person Specification (AHT) |
| All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification. |

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| **Qualification and experience** | | **R** | **A** | **G** |
| **Candidates should have:** | |  |  |  |
| 1 | Qualified Teacher Status (QTS) |  |  |  |
| 2 | Experience across the appropriate age range(s) |  |  |  |
| 3 | Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities |  |  |  |
| 4 | Supported whole school strategic improvement to improve pupil outcomes |  |  |  |
| 5 | Evidence of recent, appropriate professional development |  |  |  |

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| **Personal qualities** | | **R** | **A** | **G** |
| **Candidates should:** | |  |  |  |
| 1 | Demonstrate a passion for teaching and learning |  |  |  |
| 2 | Communicate effectively and develop positive relationships with all stakeholders |  |  |  |
| 3 | Demonstrate excellent interpersonal skills |  |  |  |
| 4 | Be decisive, consistent and focused on solutions |  |  |  |
| 5 | Demonstrate the capacity to lead others, be reflective, resilient and adaptable |  |  |  |
| 6 | Be able to motivate and inspire others |  |  |  |
| 7 | Listen carefully and consider the views of others |  |  |  |

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| **Skills** | | **R** | **A** | **G** |
| **Candidates should be able to:** | |  |  |  |
| 1 | Support a vision for the school and secure commitment to it from others |  |  |  |
| 2 | Demonstrate their involvement in the interpretation and analysis of data to accurately inform school improvement and to monitor pupil progress |  |  |  |
| 3 | Support systematic and rigorous whole school monitoring and evaluation |  |  |  |
| 4 | Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes |  |  |  |
| 6 | Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes |  |  |  |
| 7 | Support the development of teaching and learning in school |  |  |  |
| 8 | Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines |  |  |  |

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| **Professional knowledge and understanding** | | **R** | **A** | **G** |
| **Candidates should:** | |  |  |  |
| 1 | Be committed to securing equality of opportunity for pupils in school |  |  |  |
| 2 | Have an understanding of curriculum and assessment developments and how they support pupils’ learning |  |  |  |
| 3 | Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils |  |  |  |
| 4 | Maintain high standards of pupil behaviour and attitudes to learning |  |  |  |
| 5 | Have experience of supporting vulnerable pupils in school |  |  |  |
| 6 | Take a lead in the supporting staff in their professional development |  |  |  |

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| **Safeguarding** | | **R** | **A** | **G** |
| **Candidates should have:** | |  |  |  |
| 1 | Knowledge of national and local safeguarding guidance |  |  |  |
| 2 | Experience of safeguarding and promoting the welfare of children and young people |  |  |  |
| 3 | A commitment to work with relevant agencies to protect children and young people |  |  |  |
| 4 | Knowledge of best practice and procedures in school for safeguarding children and young people |  |  |  |

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| The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS). |

Thank you for your interest.

