



AYLESFORD SCHOOL
WARWICK

Senior Director of Progress and Intervention Applicant Information



Senior Director of Progress and Intervention



Required from April 2022

An exciting opportunity has arisen for a suitably qualified candidate to join the leadership teams of Warwickshire's first all-through school.

Aylesford School Warwick is a successful Academy, now providing education on a single site to pupils aged 4 to 18, Reception through to Sixth Form.

The Headteacher and Governors of Aylesford are seeking to appoint an experienced professional with a strong track record of success, to join them and help shape the future direction of the school.

Applications are welcomed from those who can demonstrate that they are able to:

- share our passion for learning
- successfully communicate their understanding of our local context and their vision of how our school can continue to improve
- champion a high expectations culture that promotes high levels of student progress
- lead the development of enlightened modern systems of behavioural support and encouragement for our students
- challenge, inspire, and support both students and colleagues
- build effective relationships with parents, other schools and the wider community

Further information including the application pack and application form are available from our website: <https://www.aylesfordschool.org.uk>

Closing date: Thursday 3rd February 2022

Shortlisting: Friday 4th February 2022

Interviews: w/c Monday 14th February – date to be confirmed





January 2022

Dear Applicant

Thank you for your interest in the position of Senior Director of Progress and Intervention at Aylesford School. We are Warwickshire's first and currently only all-through Academy providing a high quality education for students aged from 4 years to 18 years old on a single site on the southern outskirts of Warwick.

Our school is a rapidly growing, vibrant educational community that relies on the combined talents of all of its staff, students, parents and carers to drive it forward. All our staff are dedicated to constantly improving student progress; united in their passion for improving the outcomes and life chances of the young people in our care.

We believe that a successful education is one that nurtures a child's natural curiosity and challenges them to develop the knowledge that they need in order to understand the world around them. We set high standards for our students knowing that they will always receive the support and encouragement that they need to succeed.

The successful candidate will be an excellent teacher, confident communicator and considerate leader. Above all, they will be someone who shares our values, our passion for learning, and our commitment to the wellbeing of everyone in our school community.

In return, I believe that for the right person, this post provides an exciting opportunity to develop the leadership skills and gain the professional experiences necessary for further career progression in the future.

I would strongly encourage you call to arrange a visit to the school to see how your particular blend of skills and expertise could contribute to the continuing success of our school.

Please submit your application together with a covering letter no more than one side of A4 electronically, to Anna Timson, Director of Operations at timson.a@aylesfordschool.org.uk

The deadline for applications is Thursday 3rd February 2022.

Best wishes in your career,

Tim Hodgson
Headteacher

PRIMARY | SECONDARY | SIXTH FORM

Headteacher: Tim Hodgson

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www.aylesfordschool.org.uk

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Key Information Sheet

Application process

Applicants must complete the application form and submit it to the school by no later than the closing date of Thursday 3rd February 2022.

All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Application forms are available on the school website www.aylesfordschool.org.uk and should be submitted FAO Anna Timson (Director of Operations) - timson.a@aylesfordschool.org.uk Details of our Safer Recruitment procedures can also be found on the school website in the Safer Recruitment Policy, under Key information – Safeguarding.

Letter of application

Please include a covering letter with your application form. This should be addressed to the Headteacher, Mr Tim Hodgson, and should be no more than two sides of A4.

Selection process

Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to assessment tasks as per the person specification.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified early in the week commencing 7th February 2022. We will provide further information relating to the selection process at this point. Please also be aware that references will be taken up from referees for all shortlisted candidates.

Interview date

Interviews will be held at Aylesford School w/c 14th February 2022 – date to be confirmed.

School visits

We invite potential applicants who would like to visit the School to contact the Headteacher's PA, Mrs Samantha Hughes on 01926 747100 or by email at hughes.s@aylesfordschool.org.uk

Wherever possible, tours will be conducted by the Headteacher, Mr Tim Hodgson. We strongly encourage applicants wishing to visit the School to plan to do so prior to interview. Tours will not be offered on the interview day.

Further information

Applicants who require further information should contact Anna Timson, Director of Operations in the first instance - timson.a@aylesfordschool.org.uk.

Pay

This post is paid on the Leadership Pay Scale, Leadership points 16-20 as specified in the advertisement and subject to the experience of the applicant.

Job Description – Senior Director of Progress & Intervention

Post: Senior Director of Progress and Intervention

Grade/Scale: Leadership Scale Points 16-20

Start date: April 2022

The post holder is responsible to the Headteacher

This job description may be amended at any time, following consultation between the post-holder. This job description should be read in conjunction with the contractual requirements and responsibilities set out in the School Teachers' Pay and Conditions Document.

General responsibilities

All members of our School Leadership Team assist the Headteacher in sustaining high expectations by promoting a culture of optimism and excellence where all members of the school community feel empowered to achieve their potential. To ensure the best possible educational outcomes for our young people, all staff are required to act as appropriate role models by discharging their professional responsibilities to the very highest standard.

Specific Post Holder responsibilities

The Senior Director of Progress and Intervention is responsible for ensuring the delivery of high levels of student progress and the effective operation of the school's behaviour policy. By working closely with senior colleagues within the leadership team, the post holder will take personal responsibility for two specific areas of school improvement.

1. The design, introduction and operation of effective systems to encourage, monitor and ensure high levels of student progress across the school age range.
2. The development and delivery of appropriate intervention systems to provide effective management of student behaviour throughout the school.

Strategic Direction

- To support the implementation of the school's strategic plan.
- To provide a strategic vision for the future development of the school's approach to promoting positive behaviours and attitudes.
- To support the integration of through-school provision covering Primary, Secondary and Sixth Form delivery
- To work alongside senior colleagues in order to determine and provide oversight to the co-ordination of an effective, inclusive and balanced 4 to 18 curriculum, evidenced through intent, implementation and impact
- To plan and develop the School's self-evaluation reviews and to identify opportunities and mitigate any risks
- To support the Headteacher by ensuring that the school is outward facing and is in tune with both the needs of the local community and national educational developments.

Operational Effectiveness

- Support supporting the work of colleagues in the Senior Leadership Team by adopting a collegiate approach.
- To develop, improve and sustain the school's behaviour policies.
- To work with the Deputy Headteacher in the development and maintenance of effective accountability systems.
- To develop and implement strategies for ensuring the progress of Pupil Premium students.
- To develop intervention strategies that support high levels of progress and positive patterns of student behaviour across the school age-range.
- To manage and coordinate the operation of the school's inclusion centre
- To work with the Director of Learning Support on the coordination of appropriate alternate educational pathways.
- To coordinate and manage the schools participation in Warwickshire's behaviour partnership procedures.
- To build the capacity of middle leaders to monitor and encourage high levels of student progress.
- To work with senior colleagues to ensure the effective and ethical management of school resources, and compliance with statutory responsibilities (including but not limited to: Health and Safety; Safeguarding; Diversity and Inclusion; Financial regulations; Employment Legislation; GDPR)
- To support effective teaching and learning by working with colleagues to ensure that the behavioural development needs of students are met through the effective deployment of staff.
- To work with senior colleagues to ensure policies and procedures relating to Safeguarding are in place, kept current and well-communicated, and that resources are allocated to staff to promote and safeguard the welfare of all children, young people and staff
- To support the values of the school by championing the needs of all vulnerable groups of students, including but not exclusively SEND and Disadvantaged (Pupil Premium) students, are carefully considered and catered for
- To monitor and review, in conjunction with SLT, all aspects of attainment and target achievement
- To support the Headteacher in accounting for the School's performance to internal and external agencies through the analysis performance data and appropriate recording (including but not limited to: Pupil Premium Report; Value for Money Statement; Academy Accounts Report; Literacy and Numeracy Catch-up Report)
- To ensure performance management systems are effective and impactful, value excellent practice and contribute to individual and all-school continuous improvement

Leadership and Culture

- To promote a positive working relationships with and between all staff.
- To support the Headteacher by promoting effective partnerships with parents to enhance teaching and learning and the personal development of all pupils
- To promote harmonious staff-student relations based on mutual respect and on working together to achieve a common aim
- To develop and maintain, with senior colleagues, a culture of optimism, high expectations, and mutual respect in order to deliver the School's priorities.
- To ensure staff, student and parent voice is encouraged and valued; to ensure mechanisms for feedback exist, and that concerns can be raised in the knowledge that they will be handled sensitively and effectively
- To support a culture that promotes positive learning behaviours through effective intervention, personalised learning opportunities and restorative practice.
- To role model the value of life-long learning and continuous professional development.
- To promote the importance of maintaining an appropriate work/life balance
- To support the Headteacher in providing comprehensive information and advice so that the Governing Body is able to despatch its obligations effectively
- To engage constructively with external bodies, other schools and fellow professionals.



Senior Director of Progress and Intervention: Specification

Evidence	Essential	Desirable	Assessed
Qualifications			
Qualified Teacher Status	✓		App
First degree or equivalent	✓		App
Evidence of a commitment to personal professional development	✓		App
NPQSL		✓	App
Higher Degree		✓	App
Experience			
Leadership and management at a senior level in a secondary academy school or all through school	✓		App
Experience of leadership in more than one school		✓	App
Substantial previous experience of subject or pastoral leadership	✓		App
Track record of sustained successful teaching across the secondary age range.	✓		App
Strategic Vision and Direction			
Ability to articulate, share and contribute to the school's vision of a very high quality, inclusive education for all its students	✓		App / Int
Clear contextual understanding of the school's strengths, priorities and challenges	✓		App / Int
An ethical vision that supports the school's work and generates high levels of commitment amongst all staff	✓		Int
Ability to deploy and monitor resources, in the best interests of pupils' achievements and the school's sustainability.		✓	Int
Sound understanding of current policy including the new OFSTED Inspection Framework and its implications for the future development of the school.	✓		Int
Evidence of the ability to work effectively with a Governing Body		✓	Int
Operational Effectiveness			
Track record evidencing ability to raise standards and deliver educational excellence	✓		App / Int
Strong analytical skills with the ability support colleagues in the interpretation of both quantitative and qualitative data	✓		Int
Experience of using school data analysis software to monitor and improve student outcomes.		✓	App / Int
Ability to introduce and develop effective whole school systems, processes and working practices.	✓		App / Int
Practical understanding of behaviour management and intervention	✓		Int
Ability to contribute to the development of an effective, inclusive and balanced 4 to 18 school curriculum.	✓		Int
Understanding of and commitment to an effective behaviour intervention policy and its legal requirements	✓		Int
Understanding of and commitment to all Safeguarding procedures	✓		Int
Leadership and Culture			
Ability to drive a collaborative, dynamic school culture where all staff are motivated to develop their own learning whilst supporting each other to improve standards.	✓		App / Int
Highly effective communicator, with the ability to adapt style so that it is appropriate to audience	✓		Int
Willingness to champion the voice of all stakeholders	✓		Int
Committed to the provision of an inclusive educational experience that supports the needs of both disadvantaged and SEND students.	✓		Int
Ability to work effectively with other schools, external agencies and professional colleagues	✓		Int

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.