



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

Head of Year 7 & Primary Liaison

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,218
Number of teaching staff	76.6 (FTE)
Date school established	1976
Budget	£8.2m
Pupil Premium	24%
% of students with SEN in the school	14%
% of students on free school meals	22%

ACADEMIC ACHIEVEMENTS

GCSE Results 2023	<p>Attainment 8—Whole School 46.78</p> <p>Basics Standard (English and Maths 9-4) - Whole School 71%</p> <p>Basics Good (English and Maths 9-5) - Whole School 46%</p> <p>E Bacc (4+) - Whole School 45%</p> <p>E Bacc (5+) - Whole School 30%</p> <p>Data used from SISRA Analytics Collaborative Data 2023</p>
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Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional non contact time alongside time to attend family events and appointments. We also offer a wonderful CPDL programme with avenues for future career progression.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

About our School

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Safeguarding

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

**To view Redhill School's Child Protection
Policy please follow this link:**

<https://www.redhill.dudley.sch.uk/policies>

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently nine member schools, four primary, one junior and four secondary, with a further primary school and an infant school due to join in 2024.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.

Head of Year at Redhill School

The Head of Year position is an exciting and really important post within our Pastoral Leadership Structure. You will be working with a vibrant team of school leaders, teachers and support staff, to ensure that the outcomes for the students are successful. The job is both challenging and rewarding, offering an insight into whole school leadership.

We currently have 5 teaching Heads of Year, who play a huge role in supporting all the children in their year group. The Heads of Year are supported by an experienced team of pastoral support staff. We are very proud of the knowledge and care that this team has.

This post has arisen due to the promotion of the current post holder.

The leadership structure for Inclusion at Redhill is outlined below:

Headteacher				
Deputy Headteacher (Behaviour Culture and Ethos)				
Assistant Headteacher (Inclusion and SENCO)			Assistant Headteacher (Pastoral, Standards & Attendance)	
Head of Year 7 & Primary Liaison	Head of Year 8	Head of Year 9	Head of Year 10	Head of Year 11
Pastoral Support officer (non-teaching)	Pastoral Support officer (non-teaching)	Pastoral Support officer (non-teaching)	Pastoral Support officer (non-teaching)	Pastoral Support officer (non-teaching)

In addition to this we have:

- Attendance Officer
- 3 x school counsellors (part time)
- Safeguarding Officer
- Behaviour Officer
- Hub Manager
- High level administrative support

The school takes in 245 students in each year group, these are then split into 8 form groups of mixed ability. Each year group has one assembly each week. PSHE is taught as a separate subject area across the school.

The successful candidate will be leading a year group, supported by a full time, non-teaching pastoral support officer. They will maintain standards across the year group whilst supporting the children to develop both socially and academically. Working alongside all staff in school and external agencies, you will play a major role in the school's journey for excellence across all aspects of school life.

Primary Liaison

Redhill has a really strong programme for primary liaison. We recognise the importance of supporting both the child and parents during the transition process.

The successful candidate will lead the transition programme and develop effective working relationships with our excellent feeder primary schools.

The successful candidate will have a teaching timetable, at this moment we are open to applicants from all curriculum areas.

JOB DESCRIPTION

Job Title: Teaching Head of Year 7 & Primary Liaison

Contract: Permanent

Salary scale: MPR/UPR + TLR1a (£9272)

Responsible to: Deputy Headteacher

Context

Head of year are responsible for the management of their pastoral teams including Pastoral support officers, tutor teams and pastoral administrators.

Responsible for:

All tutors and support staff within the year group.

Key Accountabilities:

- The sustained provision of the highest quality pastoral support across the school, so that all pupils will make strong progress and achieve well in relation to their ability and so that they value and enjoy the learning in which they participate.
- Establishing and sustaining high expectations (reflective of the school ethos & policies) for conduct, classroom climate and the environment within the department so that good learning and wellbeing is supported for all pupils and staff.
- Developing, articulating and sustaining a vision for pastoral care within the school so that its work continues to develop and improve and so that good practice is recognised and shared within the school.
- Establishing and sustaining effective arrangements (reflective of the school ethos and policies) for communication with pupils and parents about any aspect of their learning and pastoral care so that they can be active partners in learning and in supporting departmental development.

Key Responsibilities

The Head of Year is expected to:

- Supervise attendance and punctuality - check attendance registers regularly, discuss issues relating to absence, truancy and punctuality with tutors and, where appropriate, with the school's Attendance Officers or Assistant Headteacher (Attendance and Welfare).
- Alongside form tutors, act as the first point of contact for parent queries regarding their son/daughters education. This includes applying the school behaviour policy and administering procedures and liaising with parents/carers in relation to student welfare, attendance, punctuality, behaviour and rewards.
- Work with other Heads of Year in an atmosphere of mutual respect and support, sharing and developing areas of expertise.
- Lead a team of form tutors.
- Ensure that the team of tutors meets and that tutors understand the policy of the school on all pastoral related matters.
- Generate and analyse pastoral data to identify pupils for interventions and targeted support that will ensure that students behave and attend well.

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- Liaise with appropriate outside agencies; e.g. Children's services, PCSO's, police, school nurse, CAMHS etc.
- Prepare and hold assemblies with groups as required by the Headteacher and Deputy Headteacher.
- Arrange, where appropriate, for the close monitoring of a student's progress and/or behaviour using the school's report system including the holding of regular checks by the tutor.
- Be responsible for the maintenance of all appropriate records including students' individual files and reports.
- Co-ordinate all information received from whatever source regarding an individual student and to ensure that such information is recorded on SIMS and distributed where appropriate. This should include checking that appropriate action is taken.
- Write to parents and/or outside agencies when and where necessary ensuring that the Deputy Headteacher is kept advised as appropriate.
- Plan and organise all parents evenings and co-ordinate all the arrangements and documentation necessary for the evening.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Headteacher and member of staff, to be reviewed annually.

As this is a teaching role, the following pages will be adapted to your chosen subject area.

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JOB DESCRIPTION

Job Title: Teacher (Curriculum area based on experience of candidate)

Contract: Permanent

Salary scale: MPR/UPR

Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues;
- Build team commitment with colleagues and in the classroom engage and motivate pupils;
- Demonstrate analytical thinking;
- Improve the quality of pupils' learning;
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP;
- Contribute to the development and / or implementation of school policies;
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Promote the wider aspirations and values of the school.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

- Teach allocated pupils by planning their teaching in order to achieve progression in learning;
 - Understand and apply effective classroom management;
 - Understand and apply a range of teaching strategies;
 - Positively target and support individual learning needs;
 - Maintain high levels of behaviour and discipline;
 - Effectively use homework and other extra-curricular learning opportunities;
 - Demonstrating appropriate consistent progress for pupils:
 - across all teaching areas
 - across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings;
- Effectively manage other adults in the classroom.

Monitoring, Assessment, Recording, Reporting

- Use performance data to evaluate pupils' progress and set appropriate targets for improvement;
- Use assessment to inform planning and teaching; report on progress to all stakeholders.

Pastoral Duties

- Be a form tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the PSHE curriculum according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Maintain an up to date knowledge of good practice in teaching techniques;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- Contribute positively and effectively to the Every Child Matters agenda
- Undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
- Take responsibility for professional learning.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Training and Qualifications	<ul style="list-style-type: none">• QTS	<ul style="list-style-type: none">• Honours degree
Abilities and skills	<ul style="list-style-type: none">• Demonstrate a clear understanding of teaching strategies and curriculum within the context of a secondary school	<ul style="list-style-type: none">• Confident and competent user of ICT• Commitment to further professional development and progression
Experience	<ul style="list-style-type: none">• Successful experience of teaching in both KS3 and KS4	
Knowledge	<ul style="list-style-type: none">• Thorough subject understanding	
Personal Qualities	<ul style="list-style-type: none">• A knowledge of equality and diversity issues• Emotional self-awareness• Accurate self-assessment• Self-confidence• Empathy• Organisational awareness• Service orientation	



REDHILL SCHOOL
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01384 816355

www.redhill.dudley.sch.uk

www.svat.org.uk

For an informal discussion please contact:

Mr James Clayton, Headteacher
(jclayton@redhill.dudley.sch.uk)

Mr Clayton is happy to respond during the Easter holiday.

Please apply via the online application on WM Jobs

<https://dudley.wm-jobs.co.uk/members/?j=371>

If you are unable to complete online, then please contact us on
01384 816355

or

Email: info@redhill.dudley.sch.uk

CLOSING DATE: Friday 12 April 2024, 9am

INTERVIEWS: To be advised

Only successful candidates will be contacted.

Please contact the Headteacher's PA, Mrs Joanne Endicott, to arrange a visit to the school
on one of the dates below:

Tuesday 9 April 8am

Wednesday 10 April 11.30am

Wednesday 10 April 3.30pm

Either call 01384 816355 or email info@redhill.dudley.sch.uk
(please include a contact number).

Please note only successful candidates will be contacted.
All candidates are subject to safer recruitment procedures.