

Appointment of Vice Principal to Thorpe St Andrew School and Sixth Form



Thorpe St Andrew School and Sixth Form
A member of The Yare Education Trust
(Currently merging with Boudicca Schools Trust to form Broad Horizons Education Trust)

Dear Candidate

We are delighted that you are expressing an interest in our school and the Vice Principal post.

We are exceptionally proud of the students, staff and families that make up our school community and this is a great time to join. We are a thriving 11-18 comprehensive school serving the East of Norwich.

Strengths of Thorpe St Andrew School

- The curriculum is broad and is made up of a rich mixture of academic, technical and vocational courses. The school's commitment and excellence in vocational education was recognised when the school was chosen as the only school in the Eastern Region to be a pilot school for the new T-Level qualifications.
- Teachers are subject specialists and use their expert subject knowledge to implement the curriculum exceptionally well throughout the students' learning journey in our school.
- Teachers are well supported in their continued professional development. The "Teaching Hub" has helped them to develop their subject expertise and their understanding of how best to teach students and how to help the students learn.
- The rates of those staying in education or entering employment was 98% which is above the local and national average. DfE figures show that 95% of our students stayed in education or employment for at least 2 terms after 16 to 18 (level 3) study, which is also above average.
- Our progress at Key Stage 4 shows a rising 3 year trend.
- We are a top performing open and inclusive sixth form. At A level the Alps score for 2018-19 was 3, placing the school in the top quartile nationally for performance. This performance has been the case for a number of years. Applied General and Technical qualifications have an above average progress score.
- We offer a wide range (over 50) of extra curricular activities across the year including a variety of sports, and clubs to meet the interests of all of our students.

A core element of any role at Thorpe St Andrew School and Sixth Form will be to contribute to a learning culture where there is reflection, review and refinement of what we do and how we do it so that learning is effective. This belief in the importance of continual learning extends to our staff as well as our students and we have a strong commitment to staff CPD.

Central to this role will be leading and co-ordinating our Pastoral agenda. We are very proud of the infrastructure that we have—made up of strong teams, clearly identified support bases and effective systems. However, we are not complacent and there is no doubt that the post Covid landscape poses more challenges than ever before. Part of this is looking at how we best allocate resources and co-ordinate and plan effective collaborative working around key issues such as mental health, attendance and behaviour. Within this working with external support agencies and the local community will be key.

External visitors to our school often comment on the calm, purposeful learning environment and the quality of relationships that exist between all stakeholders. It is important to us that we maintain a school culture that develops young people who are kind, tolerant and active citizens; young people who can keep themselves safe, make informed decisions and lead others. It is equally important to us that school improvement and strategic change is managed in a way that is thought through and considers the impact on staff well-being and workload.

We are extremely privileged to be part of The Yare Education Trust who are merging with Boudica Schools Trust. The Trust is driven by an ethos that very much mirrors our own and there are high levels of supportive and collaborative working which will be further enhanced by the merger. Employees are very well supported, valued and respected.

If you are interested in this post, we would invite you to come and see our school in action and meet with the Principal, Penny Bignell. We would also invite you to have a look at our website to find out more about our school.

Vice Principal - Pastoral

Full-time permanent post, Leadership scale point 21 –26

To commence January 2023

“Excellence For All”

We are looking to appoint an experienced and dynamic Senior Leader who will support our school on our ongoing journey. We are looking for someone who will be an inspirational and highly visible presence in our school and its local community, having clear impact on the thinking, attitudes and behaviours of all key stakeholders.

As a school we have a strong commitment to continuous improvement and we recognise that review and reflection are at the heart of this culture. We are exceptionally proud of our inclusive culture and ethos and want to further strengthen this against the backdrop of post Covid challenges. We need to include creating an environment where all students can thrive both academically and personally. A key part of the role will be leading and co-ordinating all aspects of our pastoral teams so that systems are working together to coherently and creatively meet the needs of our students and their families.

The successful post holder will:

- Lead on behaviour and attitudes across the whole school, ensuring that students have positive attitudes to learning and thoughtful, calm conduct through our weARE culture.
- Work closely with the leads for Safeguarding, Attendance and SEND and Groups to ensure that the needs of all students are met and that support systems are coherent, responsive and resourceful.
- Work closely with the Principal and Senior Leadership Team to ensure that our provision is strong and that our curriculum and pedagogical practices underpin high quality inclusive practices that are ambitious for all learners.
- Lead the Pastoral Curriculum contributing to the character and culture of our students by providing a key role in the life of our school—looking for opportunities to support the work of other postholders and develop our students into resilient, kind and determined young people who value and celebrate diversity.
- Work closely with the Pastoral Team including the Heads of Year, to ensure that the culture in each year group and the whole school is vibrant, purposeful and positive. Within this ensuring consistent systems of pastoral support and parental communication underpin high expectations and strong support.

Thorpe St Andrew School and Sixth Form is an over-subscribed 11-18 School serving East Norwich. We are exceptionally proud of our place within the local community and our strong local reputation reflects this. We are an inclusive school and believe passionately that students need to be equipped as good citizens as well as good learners. The successful applicant will work with us to fully promote this ethos whilst also striving for academic excellence.

Aspiration, Respect, Engage

Vice Principal Required for January 2023

Laundry Lane, Thorpe St Andrew, Norwich, Norfolk, NR7 0XS

Leadership scale points 21 - 26 £69,031 - £78,025 (negotiable based on experience + relocation package)

Role: Vice Principal - Pastoral
Closing Date: Monday 4 July 2022
Interviews: Thursday 14 July 2022 and Friday 15 July 2022

Application process:

Applications should be made via the application form that can be found on the school website at <https://thorpestandrewschool.org.uk/about-us/vacancies/>

Please ensure you include in the personal statement section of your application why you believe you are suitable for this role in terms of skill, experience and personal qualities.

References will be sought for all shortlisted candidates.

Further information about Thorpe St Andrew School and Sixth Form can be found by visiting our website <https://thorpestandrewschool.org.uk/>

A visit to the school is encouraged, please email hr-tsa@yare-edu.org.uk to arrange.

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to a satisfactory enhanced DBS check.

All staff have access to a Premium Well-being Service provided by the Schools Advisory Service. Staff have access to a team of well-being experts, counsellors, nurses and physiotherapists. Other available services include GP helpline, weight management, menopause support, relaxation and mindfulness.

Yare Trust Values

Inclusive – we lead with equality, creating and maintaining a sense of belonging for all, ensuring everyone is understood and feels valued. Leaders, colleagues and all in the trust bring a high level of supportive energy and commitment so that we individually and collectively can do our best work.

Collaborative – we work together with a shared purpose. We create an environment where there is a high degree of trust, a strong element of interest in each others' talents and capabilities and a strong view that others can be depended on to do what they say they will do.

Having respect – we promote a deep understanding of the abilities and qualities of others and a feeling of appreciation for each other. We have due regard for the feelings, wishes and rights of others, acknowledging those and showing respect by being polite and kind.

Curious – we are inquisitive and have a strong desire to learn and actively seek out challenges and new experiences to broaden our knowledge and understanding. We will continually exercise our minds through being curious, being observant of others and anticipating new ideas.

Optimistic – we are positive, hopeful and confident about the future and expect the most favourable outcome for each and every one of our children and colleagues.

About Our School

Please refer to our website www.thorpestandrewschool.org.uk for more details about our school and its unique organisation. In summary, we point out the following:

Background

- The school prioritises its community and catchment area.
- There are seven main partnership primary schools (three with the Trust) but we have an intake from over twelve schools.
- There are currently 1487 students on roll with 410 students in the Sixth Form.

Students

- The Sixth Form operates a Year 12 and Year 13 tutor system.
- Behaviour teams (BEST) support Heads of School (Assistant Principals) and Heads of Year in each Year Group and we have a School Counsellor, a Well-being Officer and Attendance team that support Safeguarding and our Pastoral Curriculum.
- The SEND team supports individuals including vulnerable students within our Raising Achievement Team.

Staffing

- The school employs over 200 members of staff.
- Six Assistant Principals/Heads of School and a Director of Sixth Form operate across the school.
- There is a Strategic Leadership Team and a wider Strategic Standards Team. This wider SST will be replaced by an Leadership Team in Sept 22 following a reorganisation within the school
- A strong Associate Staff team who play a key role in the school within our Pastoral Structure providing support around the child in a Year School structure.

Curriculum

- The size of the school allows us to offer a very wide range of preferences at both Key Stages 4 and 5.
- Our Pastoral Curriculum enriches SMSC, British Values and diversity.
- Extra curricular learning and educational visits are a key feature of our learning programme.
- We operate a five period per day model; form as students enter the site, four periods before lunch, followed by a fifth period.

Local Governing Board

- There is a strong and experienced Board supporting the school and helping drive it forward.
- The Board has a high degree of earned autonomy from the Trust.
- The Board includes parents and staff in its structure.
- There exists a clear Committee structure, serviced by members of the Strategic Leadership Team along with a clear termly monitoring plan.

The Trust

- The school gains significant benefit and support from the Trust.

Thorpe St Andrew School and Sixth Form

School Improvement and Development Plan Headlines 2021/2022

School Improvement Plan Summary 2021-2022								
Vision	'Excellence for All' achieved through 'our WeARE' approach to our Academic and Pastoral Curriculum							
Area	Quality of Education		Behaviour and Attitudes		Personal Development		Leadership and Management	
Key Actions		Lead		Lead		Lead		Lead
	Develop a curriculum that enables all groups of students to excel based on consistent cognitive science principles and high quality SOL.	LXW NEA	improve the application of the Attitude for Excellence Procedure to support the most at risk of exclusion and embed the culture of the school (WeARE) through development of the Pastoral Curriculum	LXV PML	improve the capacity of students to manage risk effectively so that they can navigate the reality of their lives (in particular reference to proactive safeguarding behaviours relating to sexual harassment) and become responsible members of the school community.	PML LXV	improve the capacity of Curriculum Leaders to build excellent curricula and secure excellent outcomes through a Curriculum Leadership Review.	PAB
	improve outcomes by better using Assessment information to drive curriculum improvement improve the use of formative assessment and whole class feedback in class	PCH LXW	improve attendance through further development of school attendance procedures.	GJD	<i>PDP Upgrade toilet facilities to Gender Neutral facilities and improve facilities</i>	AXK	Develop approaches to staff well-being and reduce workload.	PAB PML
	improve our approach to literacy across the school	NEA PGS	<i>PDP New Sixth Form Building</i>	YT			Develop a new structured MER process that involves all staff and includes instructional coaching and teaching walkthroughs	PAB LXW NEA
	improve the performance of vulnerable groups and underachievers	PCH PGS GDM					<i>PDP - New Sixth Form Building and Mobile Replacement to establish Curriculum bases</i>	YT
	Develop the 'Chromebook for All' scheme	DXP						
	<i>ITDP - Upgrade whole-school infra-structure</i>	EAS YT/B T						

Mrs Bignell and Mr Lambert - 9/07/2021

Job Description

School:	Thorpe St Andrew School and Sixth Form
Job Title:	Vice Principal Pastoral
Recommended Grade:	L 21-26
Teaching Commitment:	Up to 8 Periods A Fortnight
Responsible To:	Principal
Responsible For:	Pastoral, Behaviour, Attitudes, Inclusion and Culture

PURPOSE

- The successful post holder will work with an experienced and dedicated Leadership Team and take responsibility for leading our pastoral curriculum across the Academy. This includes behaviour, attitudes and culture.
- This role will require an outstanding leader who has the ability to lead strategic change and inspire and motivate others whilst sharing the vision and culture of the school and it's headteacher.

VISION

- Our Vision is Excellence For All. We believe that excellence is the result of consistent application of three behaviour traits: Aspiration, Respect and Engagement. All interactions in school will reflect these traits in order to build a strong sense of focus and purpose.
- To support and assist the Principal by providing dynamic and professional leadership and management to reflect policy in practice by sharing and modelling the school's vision and values in everyday work and practice; developing and motivating staff, setting high expectations and raising achievement, contributing to rigorous and ongoing self-evaluation and taking responsibility for leading specific areas/initiatives to further secure school wide improvements.

PRINCIPAL DUTIES AND RESPONSIBILITIES

- Working closely with the Principal and deputising for the Principal in their absence.
- Being a highly visible and credible leader who is both strategic and operational, leading by example and having a real presence around the school.
- Play a leading role in the school improvement planning process, taking account of the agreed priorities.
- Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement.
- Supporting the Headteacher and wider leadership team in ensuring that the vision and strategic direction of the school is clearly communicated to all stakeholders and implemented with determination, passion and rigour.
- Leading and managing clear, evidence based change that is routinely reviewed and takes into account well-being and workload.
- Providing written and verbal evidence of impact to the Headteacher, Executive Team, Governors, Trustees and other external agencies.
- Identify opportunities, with the Principal, to further involve parents, carers, community figures, businesses and other organisations to enhance and enrich students' experiences.
- Lead specific whole school in-service training sessions related to the priorities of the post.
- Engaging fully with the local community and external agencies so that there is a holistic and outward looking approach to supporting the academic and personal development of young people.
- Working with all stakeholders but particularly recognising the importance of high quality communication and interaction with parents and carers and the impact that this can have on learning and well-being.
- Work to a high standard in implementing agreed policies, priorities and expectations, modelling good practice for other colleagues.

- Being a role model at all times, demonstrating a commitment to and passion for lifelong learning.
- Set high expectations for your own performance and that of others.
- Provide support for staff in developing their leadership skills.
- Contribute to regular reviews of the organisation and of the school to ensure it meets statutory requirements.
- Engage in relevant professional development activity as necessary and ambitious about your own career path.
- Support the induction of staff new to the school.
- Take responsibility for the Performance Management of identified staff you line manage.

1. LEADING BEHAVIOUR AND ATTITUDES ACROSS THE SCHOOL

- Lead the creation of a positive school ethos, WeARE and pastoral curriculum that promotes excellence and within which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount.
- Ensuring that there are high expectations for conduct in and outside of lessons across the school.
- Ensuring that these expectations are underpinned by strong routines which are transparent to all stakeholders and revisited regularly.
- Ensuring that there are robust and transparent systems in place to meet the needs of students who may present with more challenging behaviour needs. These systems will make use of both internal and external sources of support.
- Work with the Heads of Year and associated BEST to ensure high expectations for conduct in and outside of lessons across the school.
- Work closely with the Assistant Principal for SEND and the Assistant Principal for Attendance responsible for Behaviour and Safeguarding, to ensure that there is coherence and joint planning across different support systems in school.
- Ensure that the reward system in school is alive and contributing to a culture where students are inspired to achieve and work hard.

2. LEADING THE PASTORAL CURRICULUM TEAMS SO THAT ALL STUDENTS HAVE A CONSISTENT EXPERIENCE AND THE CULTURE ACROSS THE SCHOOL IS ASPIRATIONAL AND POSITIVE

- Lead the creation of a positive school ethos, WeARE and pastoral curriculum that promotes excellence and within which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount.
- Promote and safeguard the safety and welfare of children and young people.
- Support the development of collaborative approaches to learning within the school and beyond.
- Gain an understanding of the diversity of the school community.
- Contribute to policies and practice which promote equality of opportunity and tackle prejudice.
- Ensuring that the Pastoral Curriculum is well mapped in its design and supports students learning, well-being and personal developments.
- Promoting the importance of strong mental health resilience in school.
- Working with Heads of Year to ensure that the implementation to form programme routines is consistent and quality assured.
- Working with Heads of Year to create a culture of celebration and aspiration.
- Working with Heads of Year and BEST to ensure strong parent engagement and to find ways to engage more hard to reach families.

3. CREATING COHERENCE AROUND HOW DIFFERENT ELEMENTS OF INCLUSION WORK TOGETHER

- Working closely with the Assistant Principal Safeguarding to ensure that the needs of the most vulnerable students are known to all staff and that there is appropriately tailored support to meet these needs.
- Working closely with the Assistant Principal Attendance to ensure that barriers to attendance are systematically addressed through careful planning of how joint resources will be allocated.
- Working with the Assistant Principal and SENCO to ensure that students with additional needs or identified barriers to learning have access to the support that they need to succeed in school and to avoid over representation in behaviour incidents or poor attendance.

- Working closely with the Assistant Principal Safeguarding to ensure that the needs of the most vulnerable students are known to all staff and that there is appropriately tailored support to meet these needs.

4. ENSURE THAT THE CURRICULUM AND ITS IMPLEMENTATION ARE DYNAMIC AND MEET THE NEEDS OF ALL LEARNERS IN A AN AMBITIOUS AND TARGETED WAY

- Work closely with the Assistant Principals SENCO and Heads of Year to routinely assess the design of the pastoral curriculum and The Base and how it is being implemented to best meet the needs of students.
- Offer creative and resourceful curriculum development ideas where the existing design may not fully meet the needs of all learners.
- Work closely with teaching and support staff to implement the curriculum in a positive, inclusive and responsive manner.
- Work with other members of the Senior Leadership Team to focus on unpicking any barriers to curriculum access and promoting reading and development of cultural capital.

SPECIFIC DUTIES AND RESPONSIBILITIES

- To lead and be accountable for a specific element of the school improvement and development plan as directed by the Principal.

GENERAL DUTIES

- Ensure that all students make optimal progress even where there are barriers to learning, through excellent systems and provision for all.
- Ensure all school policies and procedures (including Safeguarding) are rigorously followed by staff and students.
- To report all matters of concern in line with the School's procedures.
- To undertake a teaching commitment at a level consistent with the needs of the school and the demands of the post.
- Be a conduit between the Principal, Vice Principal and staff and students for the communication of information and concerns.
- Oversee communications with stakeholders and give presentations as necessary.
- Attend meetings as appropriate with the Governing Body and the school community to provide such reports and information as required.
- Deputise as necessary for other members of the Senior Leadership Team as needed to meet the needs of the school.
- Respect confidential issues linked to home/students/teachers school work and to keep confidence as appropriate. To engage with appropriate training opportunities to provide professional effectiveness of this role.
- Keep up to date with the Trust's procedures for safeguarding and child protection, reporting and concerns to a Designated Safeguarding Lead.
- Undertake any other duties which are within the scope of the post, as determined by the Principal, to meet the needs of the school.

APPRAISAL

- All employees will participate in the Trust's arrangements for appraisal, professional development and any other arrangements for quality assurance and internal verification.

It is the Trust's policy to require all applicants for employment to disclose any previous 'unspent' criminal convictions and any cautions which have not expired, or any pending prosecutions. In addition, the job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (exceptions order 1975) which requires you to disclose all spent convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account. Guidance on the filtering of "protected" cautions and convictions which do not need to be disclosed by a job applicant can be found on the Disclosure and Barring Service website.

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

This job description is current at the date shown but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The Trust is committed to promoting a diverse and inclusive community and a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, flexible working arrangements and services to support staff from different backgrounds.

Teaching

- Teach as necessary and appropriate relative to the other duties of the post.

Notes

The Vice Principal may be asked by the Governing Board to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.

The Yare Education Trust

Thorpe St Andrew School and Sixth Form Vice Principal

Person Specification

This Governing Board (and the Trust) is committed to safeguarding and promoting the welfare of children and young persons and headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

Vice Principal PERSON SPECIFICATION		
Category	Essential	Desirable
Qualifications	Qualified Teacher Status (QTS)	Postgraduate level Qualification NPQ awards or Leadership Pathways certification
Experience	Substantial, successful teaching experience	Experience as Assistant Principal Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and Post 16 Curriculum Leadership in on or more subjects Experience of teaching in more than one school Experience of leading Sixth Form Experience of pastoral leadership
Professional Development	Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning	Experience of working with other school/organisations/ Agencies Experience of leading/co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs

Strategic Leadership	<p>Ability to articulate and share a vision of secondary education</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students</p> <p>Understanding of and commitment to promoting and safeguarding the welfare of students''</p>	<p>Evidence of having successfully translated vision into reality at whole school level</p>
Teaching and Learning	<p>A secure understanding of the requirements of the National Curriculum</p> <p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students</p> <p>A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</p> <p>Experience of effective monitoring and evaluation of teaching and learning</p> <p>Secure knowledge of requirements relating to curriculum development and assessment</p> <p>Understanding of an effective learning environment and the key elements of successful behaviour management</p>	<p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</p>

Leading and Managing Staff	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of appraisal and supporting the continuing professional development of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p>	<p>Experience of working with 'Governors' to enable them to fulfil whole-school responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>
Accountability	<p>Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, students, parents, 'Governors'</p> <p>Experience of effective whole-school self-evaluation and improvement strategies</p> <p>Ability to provide clear information and advice to staff and Governors</p>	<p>Experience of presenting reports to 'Governors'</p> <p>Leading sessions to inform parents</p> <p>Experience of offering challenge and support to improve performance</p>
Skills, Qualities and Abilities	<p>High quality teaching skills</p> <p>High expectations of students' learning, attainment and personal development</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p>	

	<p>Experience in establishing strong behaviour systems and routines</p> <p>Empathy with children</p> <p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Confidence</p>	
--	--	--

Leadership Team

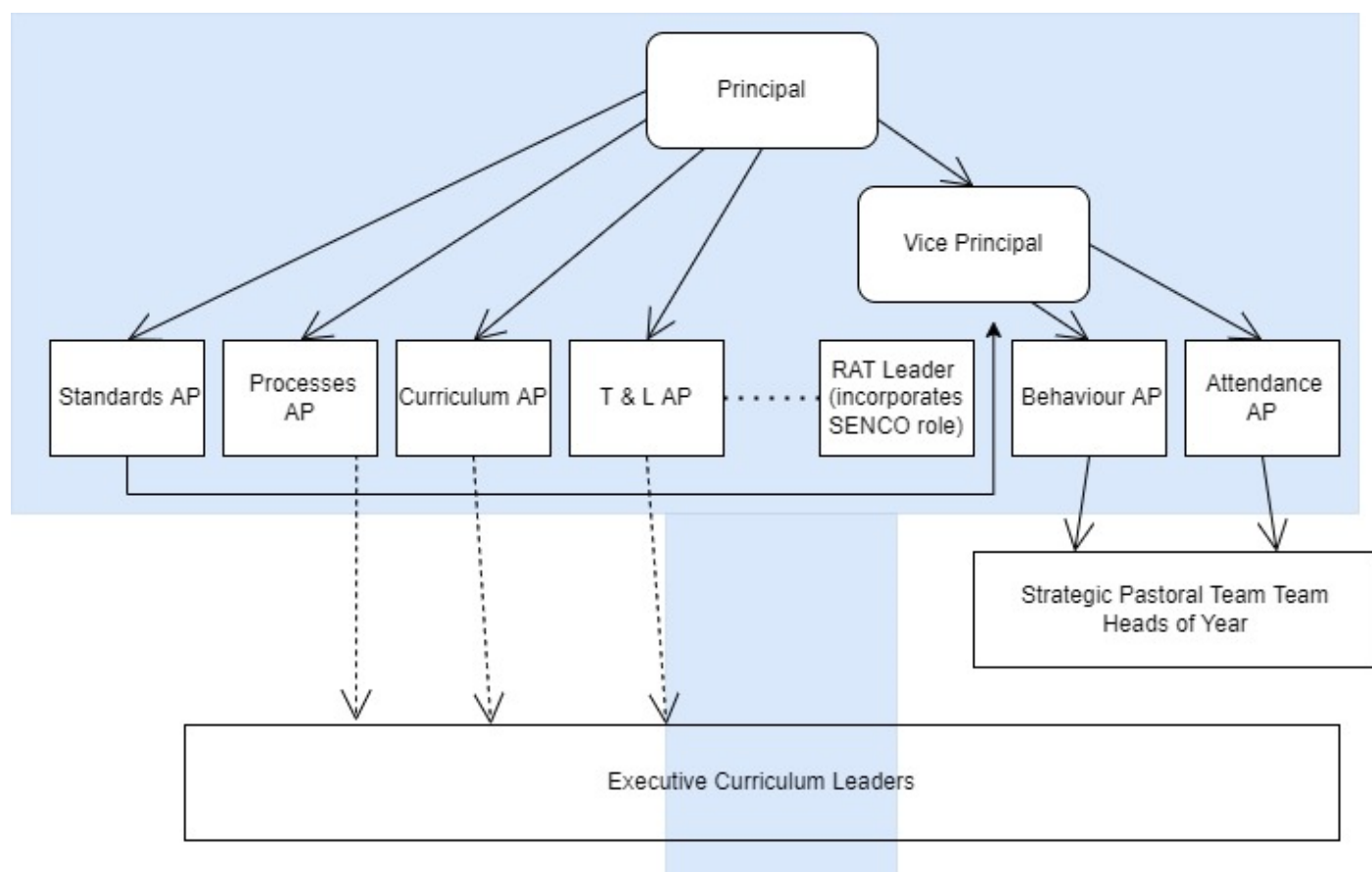
Principal

Vision and Strategic Planning

Vice Principal

Pastoral, Behaviour, Attitudes, Inclusion and Culture

Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal	Director of Sixth Form
Head of School Year 7	Head of School Year 8	Head of School Year 9	Head of School Year 10	Head of School Year 11	Behaviour	Years 12 and 13
Teaching and Learning	Personalised Learning	Standards and Pupil Premium	Curriculum Development and Timetable	Achievement and Chief Privacy Officer	Student Development	Post 16



Pastoral Structure

Year Group Schools

Head of Year 7	Head of Year 7	Head of Year 8	Head of Year 9	Head of Year 10	Head of Year 11
Assistant Head of Year	Assistant Head of Year	Assistant Head of Year	Assistant Head of Year	Assistant Head of Year	Assistant Head of Year

Director of Sixth Form Deputy Head of Sixth Form (Year 13) Assistant Head of Year 12 Assistant Head of Year 13

BEST Structure

Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
BEST Lead	BEST Lead	BEST Lead	BEST Lead	BEST Lead	BEST Lead
BEST Assistant	BEST Assistant	BEST Assistant	BEST Assistant	BEST Assistant	BEST Assistant
BEST Student Attendance	Student and Family Counsellor	Well-being Officer	BEST- Schools Liaison and Admissions Co-ordinator	BEST- Attendance Officer	

The Year Group pastoral team is further supported by Associate Staff, consisting of two members of BEST, the Behaviour for Education Support Team (a 'BEST Lead' and a 'BEST Assistant'), and an administrative Operations Assistant. Our BEST staff will often deal with issues relating to attendance and behaviour, contacting home in the instance of difficulties at school, arranging home visits, meeting parents and students and liaising with the Heads of Year with regard to individual students.

At Thorpe, #weARE

Thorpe St Andrew School and Sixth Form encourages all students, parents and staff to aim for 'Excellence for All' in the way we should think and act in relation to our school.

We ARE:

Aspirational - to Aspire means to aim ambitiously for something great. We believe all students should aim high and dream big.

Respect - to Respect means to admire others because of their achievements and to be mindful of the feelings of others. We believe all students should be respectful.

Engage - to Engage means to participate and join-in wholeheartedly with focus and commitment. We believe all students should be fully dedicated to their studies.

Challenges:

- The intake ability of the school is broadly in line with national averages, most pupils are from white British backgrounds, we serve a mostly mono-cultural school population in a diverse country and an increasingly diverse city.
- A below-average proportion of students are Pupil Premium, the proportion of the SEND students supported by school action is below average and the support for those with an EHCP is well below average. At Key Stage 4 progress shows a rising 3-year trend although PP, FSM, Boys and SEND have negative progress scores.
- Higher prior attaining students are successful at Key Stage 4 but do not achieve excellence and gain the highest of grades. Middle and low prior attaining students make better progress
- The context of the school is also a challenge in that the extreme variations of affluence, difference in catchment and aspirations have resulted in a below average progress of key groups and a difficulty in planning for support for all of our groups.

The Pastoral Curriculum:

Through our Pastoral curriculum we will ensure that ALL students:

- **Aspire** to be active citizens in a local, national and global context.
- **Respect** themselves, each other and all members of their community.
- **Engage** in independent learning and aspire to excel in all that they do.
- Contribute to the wider school community by taking an active role in the Year group schools and have student leadership opportunities.
- Experience a variety of enrichment opportunities as part of our co-curriculum offer to enable students to develop their talents beyond the classroom.
- Value learning and the acquisition of knowledge.
- Strive to be the very best they can be as individuals and make a commitment to be excellent in all that they do now and in the future.