



Beverley Grammar School

Assistant Headteacher Recruitment Information Pack





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Beverley Grammar School

January 2013

Dear Applicant

**Post: Assistant Headteacher
Director of Inclusion**

Thank you for your enquiry requesting further details and an application form for the post of Assistant Headteacher, Director of Inclusion at Beverley Grammar School.

This is an exciting time to join Beverley Grammar School and a real opportunity to make a difference. We converted to academy status in September 2011 and became part of The Riding Forward Teaching Schools Alliance in 2012. We view this both as an excellent opportunity and a key strategy in our drive to secure a judgement of outstanding for teaching and learning.

We are extremely proud of our academy and our achievements. At Beverley Grammar School all teachers and support staff are seen as members of a team who work extremely hard to provide a quality education for our young people ensuring that they achieve their full potential. We are seeking to appoint someone with the professional characteristics to join us in our drive to raise standards in the pursuit of excellence. If you think you might be that person, I encourage you to apply.

Please find enclosed an application form, job description and person specification.

If you would like further information about the role, please do not hesitate to contact me. I look forward to receiving your application in due course; the closing date for receipt of applications is **Friday 25th January, 2013.**

Yours faithfully

Grahame Hodson
Headteacher



Beverley Grammar School

January 2013

Dear Applicant

Thank you for your interest in working for Beverley Grammar School.

Our vision is to provide high quality education and deliver the best outcomes for young people with an ethos based on four founding principles of Quality, Partnership, Aspiration and Responsibility. At our core we provide outstanding educational provision for families, firmly rooted in the context of the local community. We seek to support lifelong learning, and provide excellence in teaching through high expectations with adherence to traditional values and standards.

We are looking for an outstanding member of staff that can take the school on to greater success, inspiring the children to attain the highest level possible.

You will be joining an ambitious and innovative organisation, so we are looking for imaginative staff who can secure positive outcomes for our young people, staff, families and the wider communities which they serve.

This is an exciting time in our development as we continue to further impact upon the lives of young people.

If you share our vision and passion for young people and their families then we would like to hear from you.

Yours sincerely

C Bodsworth
Chair of Governors



Beverley Grammar School

A friendly, open, caring and successful school built on trust, respect and team work

A school offering Equal Opportunity for all

A school which values the complete development of all students and staff

A school committed to the continual raising of standards

OUR VISION

We aim to be a school where:-

- The education process is enjoyable to all concerned
- Students and staff are able to flourish and fulfil their potential
- Students, staff, parents and governors show mutual respect and support
- We are proud of our current achievements as well as our past tradition
- We always strive to improve standards and raise levels of achievement
- We have an open admissions policy up to an agreed admissions limit
- Our Joint sixth Form with Beverley High School continues to thrive and develop
- We retain the character and benefits of a small school
- We foster and develop positive links with the community



Beverley Grammar School

Our Vision and Values

Beverley Grammar School strives to provide:

- a secure, welcoming learning environment where the individual needs of all students are recognised;
- a vibrant, purposeful learning environment where students achieve their very best through committed and motivational teaching;
- an aspirational learning environment dedicated to high expectations;
- a positive, supportive community ethos of mutual respect;
- a philosophy of continuous improvement in every aspect of the academy's work and life;
- for students to become responsible, enthusiastic, independent learners who develop the skills to achieve a happy, healthy and fulfilling life.



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THE APPLICATION PROCESS

Completed applications should be returned to Grahame Hodson, Headteacher, Beverley Grammar School, Queensgate, Beverley, HU17 8NF

A letter will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within 2 weeks of the closing date please assume your application has been unsuccessful.

Queries

If you have any queries on any aspect of the application process or need additional information please contact us on 01482 881531.

THE CLOSING DATE FOR APPLICATIONS IS:

Friday 25th January 2013

Interviews: week commencing 4th February 2013



Beverley Grammar School

Assistant Headteacher: Director of Inclusion required for September 2013

Dates:	Apply by 25/01/2013, job start September 2013
Salary:	L10 - L14
Location:	Beverley, East Riding of Yorkshire
Contract type:	Full Time
Contract term:	Permanent

We are an open, caring, friendly and successful academy, which is oversubscribed and has received 3 outstanding OFSTED inspections in 2003, 2006 and 2008.

We require an Assistant Headteacher, from September 2013, and invite applications from inspirational school leaders with a proven track record of implementing strategies to raise student attainment for all groups: including specific responsibility for SEND.

We are looking for someone who can demonstrate outstanding teaching, excellent leadership, outstanding management and communication skills and who is able to think and act strategically. The ability to inspire and motivate students, staff and parents will be complemented by your initiative, ideas and imagination.

This is an exciting career opportunity for a colleague who has the vision to drive the quality of teaching and learning across the whole school and to make a significant impact on our already outstanding provision as a centre of SEND excellence.

Further details and an application form are available on the school website:

www.beverleygrammar.co.uk. Forms should be returned to the Headteacher. Closing date: Friday 25th January, 2013.

The successful candidate will be:

- **An exceptional practitioner who has the knowledge and experience to teach across the whole age and ability range;**
- **An outstanding leader, able to ensure the highest possible standards of teaching and learning across the whole staff and the academy;**
- **Enthusiastic, resourceful and keen to ensure the highest possible standards of student learning, progress and achievement.**

We are committed to the professional development of all our staff and to safeguarding and promoting the welfare of children and young people. This post is subject to an Enhanced Level CRB check.

Visits to the school are warmly welcomed by appointment.

**Closing date for applications:
Friday 25th January, 2013**



Beverley Grammar School

BEVERLEY GRAMMAR SCHOOL ACADEMY TRUST

Job Description

Title:	Assistant Headteacher – Director of Inclusion
Salary:	L10-14
Accountable to:	Headteacher
Line Managed by:	Deputy Headteacher
Duties:	The School Teachers' Pay and Conditions Document specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner by the post holder

Core Purpose:

To provide professional leadership and management for SEND to secure:

- Improvement in attainment for all pupils
- High quality teaching and learning
- Effective strategic direction, leadership and management
- Effective use of resources and a safe and healthy environment for students and staff

In addition, to contribute, as a member of the Senior Leadership Team, to:

- The direction of whole academy issues
- Meeting student needs throughout the day
- Liaising with the Student Support Team to ensure that learning needs of SEND students are addressed

Specific Responsibilities

- To fulfil the role of SENCO (see separate attachment)
- Plan strategically for SEND and inclusion to ensure that SEND/vulnerable students attend well, behave respectfully and make good progress across the curriculum, especially in literacy
- Liaising with and advising colleagues in order to seek effective ways to overcome barriers to learning and sustaining effective teaching
- To maintain the SEND paperwork in line with the Code of Practice



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- Attend, where relevant, multi-agency meetings, parents' meetings, governor meetings and provide briefing papers as requested by the Headteacher
- In liaison with the Learning Support Manager, lead and organise the Learning Support team, which includes teaching staff and Learning Support Assistants
- Co-ordinate specific statutory requirements as well as support groups
- Control of expenditure and funding for Learning Support
- Obtain alternative sources of funding liaising with the Finance Director to support specific projects within area of responsibility
- Review and develop data on students to advise teachers and other agencies
- Lead links with agencies to support learning programmes for students with special educational needs
- Ensure that best use is made of LA Advisers, consultants and all other agencies who might support the work of the Learning Support Department
- Organise and deliver training in all areas within described responsibilities
- Liaise with Learning Support on matters concerning SEND and G&T pupils and on the formulation of IEPs
- To have oversight of academy mentoring programmes within the Learning Support Department
- Line Manager for Learning Support Manager
- In liaison with Learning Support Manager to act as line manager for teaching and non-teaching staff in the Learning Support team, undertaking appraisal reviews yearly
- Review the job descriptions for the Learning Support team when requested by the Headteacher
- Play a leading role in the Professional Development of staff in the Learning Support team and be accountable for the dissemination of training to members of the team

General Executive Team Responsibilities:

- To undertake Strategic Planning which will aid the production of the School Improvement Plan
- To undertake monitoring and evaluation functions (including internal key stage evaluations) which will:
 - Highlight teachers' particular strengths
 - Identify success
 - Track developments in the curriculum
 - Contribute towards improvements in academy structures, systems and policies
 - Identify areas where further development is needed
 - Enhance the quality of students' learning



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- To be available to respond to unplanned situations which arise in the daily running of the academy
- To assist in the maintenance of good student discipline and to support staff, especially in dealing with sudden crises and emergencies
- To attend meetings of the Senior Leadership Team and other academy management meeting
- To make a contribution to academy assemblies
- To take equitable share of lunchtime and other duty supervision

Notes

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.



Beverley Grammar School

The role of the SENCO in mainstream secondary schools

The SEN Co-ordinator (SENCO), in collaboration with the Headteacher and Governing Body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual pupils with SEN, working closely with staff, parents, the Youth Support Services and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEN.

The SENCO, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The SENCO should collaborate with Heads of Department or Faculty, the literacy and numeracy co-ordinators and pastoral colleagues to ensure that learning for all pupils is given equal priority, and that available resources are used to maximum effect.

In mainstream secondary schools the key responsibilities of the SENCO may include:

- **Overseeing the day-to-day operation of the school's SEN policy**
- **Liaising with and advising fellow teachers**
- **Managing the SEN team of teachers and learning support assistants**
- **Co-ordinating provision for pupils with special educational needs**
- **Overseeing the records on all pupils with special educational needs**
- **Liaising with parents of pupils with special educational needs**
- **Contributing to the in-service training of staff**
- **Liaising with external agencies including the LEA's support and educational psychology services, the Youth Support Services, health and social services and voluntary bodies**



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Key: Ess : Essential, Des : Desirable, A : Application, I : Interview, R : Reference, C : Certificate

	Ess	Des	A	I	R	C
Knowledge/Qualifications						
Graduate with Qualified Teacher Status	*					*
Continued Professional Development in relevant leadership area	*		*	*		
Comprehensive knowledge of appraisal requirements in an educational context		*	*	*		
Experience						
Leadership of CPD		*				
Experience of dynamic and successful team leadership at middle leader/senior leader level			*			
Experience of leading and implementing strategies which have ensured high standards of student achievement			*			
Proven experience of developing good working relationships with students and staff	*		*	*	*	
Management of staff, systems, resources for inclusion information and well-being	*		*	*		
Teaching and Learning						
An exceptional classroom practitioner who is able to inspire students and staff with an enthusiasm for learning			*	*	*	
A passion for learning	*		*	*		
A passion for your own area of expertise	*					
An ability to be flexible	*		*	*		
Ability to articulate the characteristics of effective teaching and learning	*					
Understand how to ensure effective student learning through challenging, high quality and exciting teaching	*					
Ability to co-ordinate home learning which extends/reinforces students' learning	*		*	*		
Experience of effective monitoring and evaluation of teaching and learning	*		*	*	*	
Excellent discipline	*		*	*	*	
Skills						
Knowledge of OFSTED requirements	*		*	*		
Ability to work in a wide range of partnerships to achieve school improvement (parents, governors, etc)	*			*	*	



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	Ess	Des	A	I	R	C
Excellent leadership, management, motivational, administrative and communication skills	*		*	*	*	
Excellent time management and organisational skills	*		*	*	*	
Ability to lead, manage and co-ordinate staff through an effective team-based approach			*	*	*	
Ability to understand complex organisations and to work with clearly defined line management and supervision structures			*			
Ability to analyse and interpret data to support student level intervention and whole school improvement strategies				*	*	
A clear educational philosophy	*		*	*		
Knowledge of recent educational developments, initiatives and legislation and their impact on the school	*		*	*	*	
Understanding of self-evaluation	*		*	*	*	
Ability to make difficult decisions	*			*	*	
Characteristics						
Visionary		*	*	*		
Personal presence that inspires confidence	*		*		*	
Resilience and the determination to be successful	*		*	*	*	
Reliability and integrity	*		*	*	*	
Enthusiasm for working with young people				*	*	
Commitment to achieving the highest standards of achievement for young people	*		*	*	*	
Passionate about teaching and learning	*		*		*	
High expectations of self and others	*		*		*	
An innovator as well as a completer/finisher	*		*			
Promoter of equal opportunities, participation and responsibility	*		*	*		
A commitment to safeguarding and promoting the welfare of children and young people	*			*		
A commitment to work in partnership across the School Partnership Trust Academies	*		*	*		
The successful applicant will require an enhanced CRB						*