

Application Pack for Assistant Headteacher

Pay Scale: Leadership L12 to 16

March 2019

Introduction

Thank you for enquiring about the Assistant Headteacher post.

Chorus Education Trust in Sheffield is seeking an Assistant Headteachers to join the Senior Leadership Team at Silverdale School. This roles would suit experienced Assistant Heads seeking a new challenge, or middle leaders ambitious for the next stage in their career.

You will be responsible for the leadership of Student Achievement and Engagement. Candidates should have a strong record of middle leadership, working proactively and constructively with students, colleagues and parents. It is essential that you can inspire and lead staff, and be a team player, supporting and coaching middle leaders and working in partnership with SLT colleagues. Ideally, we are looking for people who are ambitious for our students and for themselves, aiming to become a Deputy Headteacher, and eventually a Headteacher in the future.

This is an exciting opportunity to join not just an outstanding school that has an excellent reputation, but also a new Trust that is committed to providing the very best opportunities for both staff and students. Chorus Education Trust is built upon the outstanding practice of Silverdale, its founding school and seeks to work in partnership with both primary and secondary schools across South Yorkshire and Derbyshire. Members of our schools' Senior Leadership Teams will have the opportunity to work with their equivalent colleagues on developing cross-Trust strategies.

A key part of the Trust is its Teaching School, the Sheffield Teaching School Alliance – one of the largest in the country. We believe in CPD from Initial Teacher Training through to subject specialist training, then middle and senior leadership. We will support you to achieve the very best in your career. We believe in 'Outstanding Achievement for All' and this is reflected in our commitment to both staff and students.

There will be no need to go elsewhere – your career will flourish with us.

Further details about the school, the Trust and the Teaching School can be found later in this application pack.

Job Description: Assistant Headteacher (Student Achievement and Engagement)

Role as a member of the SLT at Silverdale School, Chorus Education Trust:

- To assist the Head of School and Deputy Headteachers in the day to day running of the school including taking assemblies, leading a duty team, assisting in organizing parents' evenings, promoting health and safety, and by attendance at extra-curricular and evening events.
- To work with the Executive Headteacher, Head of School, Governors and Trustees in developing the vision and strategic direction of Chorus Education Trust, Silverdale School and the Sheffield Teaching School Alliance.
- Ensure a school-wide focus on achievement and standards.
- To work with Chorus Trust Board and Silverdale Local Governing Body as a member of the sub committees and through joint working.
- To promote the aims and values of the Trust and school, be a positive role model within the school, with parents and the wider community.
- To line manage staff according to school policy and support, challenge and develop them in their roles thus ensuring a culture of accountability at all levels.
- To be involved in appraisal (performance management), school self-evaluation, including termly self-review.
- To contribute to the school SEF, ensuring accurate reflection of standards, progress and other aspects of the school's work.
- To work with the Executive Headteacher and the Senior Leadership Team on the recruitment, selection and appointment of staff across the Trust.
- Prepare agendas and briefing papers for relevant meetings.
- To participate in SLT meetings including early morning briefings, weekly meetings and termly strategic sessions.
- To share responsibility for senior leadership and management for the school ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all students.
- To help develop an ethos of high expectations for staff and students, lead on Curriculum and Self Evaluation, and make a contribution to Teaching School Alliance to further improve student outcomes.
- Contribute to a climate of personalisation in Teaching and Learning across the school to maximise achievement of underachieving cohorts.
- To ensure a realistic consistent and continuous school wide focus on student achievement, especially underachieving cohorts.
- Help create and maintain an ethos which promotes outstanding teaching, effective learning, and high standards of achievement throughout the school.

Main Areas of Responsibility:

- Lead on improving all of our students' achievement and engagement, with a particular focus on our vulnerable groups in Keystages 3, 4 and 5.
- Lead on strategies to engage groups of students vulnerable to disengagement.
- Lead on the attainment and progress of children with SEN through effective provision. (A SENCO qualification, or a willingness to complete SENCO training is desirable but not essential).
- Strategic lead for our Pupil Premium Strategy.
- Strategic lead for the Y7 Catch Up Strategy.
- Lead, implement and evaluate the rewards policy.
- Liaise with, and support, parent and community groups including the PTA and our community coffee mornings.
- Develop community activities and parental voice reflective of all our communities.
- Lead on ensuring all of our school experiences reflect the identity of our whole cohort and our school's inclusive ethos.
- Develop the role of student voice in all aspects of school life.
- Develop opportunities for student leadership in all aspects of school life.
- Review and develop Activities Week.
- Co-ordinate the Y7 to Y11 assembly programme.

Class Teacher Responsibilities:

- To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers.
- To be responsible for teaching across all key stages.
- To deliver high quality lessons demonstrating outstanding practice and outcomes.
- To maintain positive working relationships with students and staff.

General Duties and Responsibilities

- To carry out the duties of an Assistant Headteacher as set out in the School Teachers' Pay and Conditions Document.
- To continue to meet the required standards for Qualified Teachers' status.

Review Arrangements

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Silverdale School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

The appointment is initially made to Silverdale School, as part of Chorus Education Trust. However, the nature of Chorus Education Trust developments may mean that in the future other schools may join the Trust. As such, all new appointees are appointed with the understanding that they may in the future be directed by the Executive Headteacher to work across any school/worksite within the umbrella of Chorus Trust structure that exists at that time.

Person Specification

Key Criteria	Essential	Desirable	Source: A – Application I – Interview D – Documents R - References
Qualifications & Training	<ul style="list-style-type: none"> • A strong degree and QTS. • Continuing professional development • INSET specific to school leadership & management. 	<ul style="list-style-type: none"> • Further educational study or action research. 	A, D
Teaching & Learning	<ul style="list-style-type: none"> • An outstanding classroom practitioner. • A successful record of value-added results. • Extensive use of student performance data to inform classroom teaching. • An understanding of how children learn, of teaching strategies and of the impact they have on children's learning. • Clear set of values and knowledge of teaching and learning issues. 	<ul style="list-style-type: none"> • Leading role in a recent whole-school teaching and learning initiative. • Current/recent experience of teaching post-16. 	A, I, R
Experience	<ul style="list-style-type: none"> • One or more positions of responsibility in a secondary setting. • Middle leadership experience. • A record of success in effective and efficient team management. • Leadership of an initiative that has raised student attainment levels. • Use of ICT as an effective management and teaching tool. • Collaborative working. • Working in an inclusive school, with a mix of social and academic contexts including Pupil Premium and SEND. 	<ul style="list-style-type: none"> • Working with staff in a planned evaluation programme, with a focus on raising the quality of teaching and learning (ITT/NQT/subject teams etc.). • Study support strategies. 	A, I, R

Key Criteria	Essential	Desirable	Source: A – Application I – Interview D – Documents R - References
Skills, Knowledge or Abilities	<ul style="list-style-type: none"> • An understanding of current educational issues for secondary schools. • A full understanding of 11-19 curriculum issues and the lifelong learning agenda in a rural context. • An understanding of the process of establishing school improvement priorities and of the role of leaders and managers in monitoring and evaluating a school's effectiveness. • Excellent inter-personal, organisational and communication (both oral and written) skills. • Skills in planning and managing systems. • The ability to analyse, interpret and intervene, making best use of performance data. • The ability to work closely with staff in pursuit of their professional development. • The ability to work as a member of a team. • The ability to motivate students and staff. • A strong understanding of the inclusion agenda. • A clear image of what makes good and outstanding teaching. • An understanding of how to ensure students of all abilities achieve. 	<ul style="list-style-type: none"> • Knowledge of schools of the future. • An understanding of Academy status. • A knowledge of the new Ofsted framework. • An understanding of inclusion and its role in secondary schools. • Working to move schools from Good/Outstanding. • Developing the most able. • Working with teaching schools. 	A, I, R
Personal Skills	<ul style="list-style-type: none"> • Positive and caring approach towards students. • Dynamic team leader with resilience and the ability to lead and manage teams of people and to delegate effectively. • Develop and sustain appropriate relationships, motivating and inspiring others. • Sets personal high standards and helps others to do the same. • Ability to maintain positive morale under pressure. 		A, I, R

Application Procedure

Applications should be made by completing the application form in detail and by a letter of application of not more than two typed sides of A4 in length. CVs and Sheffield City Council application forms will not be considered.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application forms and letters should be emailed to:

Carly Braid via recruitment@chorustrust.org and should arrive no later than **23:59 on Monday 22 April 2019**. The interview dates are provisionally set for **1 & 2 May 2019** but this is subject to change.

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay.

Potential candidates are welcome to visit the school and be given a tour by our students. Please contact Carly Braid to arrange this.

Please understand that we cannot acknowledge receipt of individual applications.

Information about Silverdale School

About



Silverdale School is a highly popular and high-achieving 11-18 comprehensive in the south west of Sheffield. Last year it was named by the Sunday Times as the Top State Secondary in the North. This is based on its consistent track record of excellent exam results, positive parental feedback and outstanding reputation. The 2019 Progress 8 is +0.67, the highest in Sheffield and South Yorkshire, and, at A Level, we achieved an ALPs 2.

The school has been completely rebuilt (PFI) in the first phase of Sheffield's Building Schools for the Future programme. It is attractively situated on a single site in 17 acres of grounds within the south western area of the city, and enjoys extensive views over Sheffield and the surrounding countryside. The school has an Integrated Resource Unit for Profoundly Deaf children which is staffed by teachers from the Sheffield Service for Sensory Impaired Children.

Silverdale School is part of Chorus Education Trust, as such all appointees may be required to work at any Trust site in the future.

Management and Leadership

The Leadership Team consists of Head of School, 2 x Deputy Headteachers, 2 x Assistant Headteachers, and the Business & Development Manager.

The Head of School reports to the Executive Headteacher of Chorus Trust.

The Governing Body meets frequently and has a cycle of committees covering finance, staffing, curriculum and premises, reporting up to the Chorus Trustees.

The management of the school aims to be open and inclusive, encouraging every member of staff to contribute fully to the life of the school and to their own professional development.

The school has an agreed Equal Opportunities Policy and a Special Needs Policy statement.

Aims

The school has high expectations of all its pupils.

Our aim is to work in partnership with pupils and parents, and to provide education in a caring and supportive environment that allows each individual to develop morally, spiritually, physically and intellectually at the pace and in the direction which suits each pupil best so that the highest possible standards may be achieved. The school also works closely with employers and other schools and colleges.

We regard standards of behaviour as being of great importance. The school is concerned that its curriculum should both reflect and give value to the diversity of the pupil community and prepare pupils to take their place in a multi-cultural society. The school is committed to equal opportunities

for all. The school aims to safeguard all its pupils so that they experience school as a safe and secure environment in which to learn.

Admission

The school has approximately over 1,340 pupils including nearly 400 in the Sixth Form.

In recent years the number of applications for admission to Silverdale has exceeded the admission limit; approximately 180 pupils are admitted each year to Year 7, who are placed in 6 mixed ability classes. In both September 2018 and September 2019, this rises to 240 pupils in 8 mixed ability classes.

The Sixth Form is also extremely popular with a large number of Y11 pupils progressing to post-16 education. At least 100 post-16 places are made available to external applicants.

Facilities

The new building (occupied in January 2009) provides full access for all students and is a fully inclusive environment. Through its design features, it supports:

- *Innovative and flexible teaching and learning*: with large, fully equipped classrooms and other, more informal study environments, (particularly for older students) which all promote learning as a stimulating and enjoyable experience.
- *Inclusion*: an integrated support centre at the heart of the school enables students to become independent learners. The integrated resource provision for the profoundly deaf is fully integrated into the fabric of the school, making it possible for every member of the school community to feel valued and included. Access to all areas is ensured and the site enables co-ordination of the SEN and mainstream elements of the school, thus enhancing provision and better meeting the needs of all the young people.
- *Behaviour management and supervision*: the creation of wide corridors and stairways and social areas for students support a sense of calm. These facilities have a positive effect on pupil attitudes to school and assist staff in ensuring efficient pupil movement and levels of punctuality.
- *Departmental Areas*: each has its own resource area and accommodation for staff work spaces. Classrooms and other, more informal learning spaces are adaptable to allow for flexibility in teaching and learning styles, cross curricular work, a differentiated curriculum and access to ICT, enabling everyone to have full access.
- *Provision for ICT*: the new building provides a range of flexible areas supported by wireless technology. Interactive whiteboards and digital projectors are in all learning environments and facilitate a range of delivery styles. The technology supports remote learning: enabling lesson plans, schemes of work, homework and assessments to be accessible at home as well as at school. The school is also introducing a 'Bring Your Own Device' policy in the next academic year.
- The facilities provided evoke a sense of pride in the school. They enable all students to access a wide curriculum offer in an environment and ethos conducive to learning.

Pastoral Care

Our pastoral and support system is based on form and key stage groupings. Each form belongs to a key stage group with a Form Tutor and Key Stage Leader to monitor attendance, work progress, behaviour and achievements. We offer support and guidance in these teams from Years 7 to 11. The Key Stage Leaders are supported and managed by the Assistant Heads, and a Key Stage Administrator. In Years 12 and 13 there are Form Tutors, supported by the Head of Sixth Form, Y12 Leader(s), Key Stage 5 Support Officer and Administration Assistant. Here guidance and support are given on academic progress, university and Post-18 selection and application; in addition to a wide range of activities including prefect duties and community service and a PSHE and Key Skills programme.

We work closely with parents, outside agencies and feeder schools. We believe in keeping parents informed through regular reports, a Parents' Evening, Choices Evenings in Years 9 and 11 and welcoming evenings for Years 6 into 7. We welcome contact with parents at any time. Students use the Milk app, where homework, attendance and achievements is recorded; parents can also view this data on the app.

We have a high profile *Anti-Bullying* policy and good behaviour is expected and rewarded with unacceptable behaviour checked promptly according to the school's sanction ladder.

Curriculum Organisation

Pupils who join year 7 from primary schools are placed in all-ability classes for teaching, registration and tutor purposes.

The timetable for Years 8 and 9 is constructed to allow setting in some subjects (i.e. the placing of pupils in teaching groups consisting of similar ability).

The Year 10 and 11 options programme provides a common core experience for all pupils and an opportunity for some specialisation. Pupils study up to 10 subjects aimed at external examinations. All pupils have the opportunity to take GCSE English, Maths and Science and most pupils take at least one foreign language at KS4. It is possible for students to take two foreign languages to GCSE, three separate Sciences and to access the English Baccalaureate, as appropriate to their needs and abilities.

Pupils who need individual attention, especially in English and Mathematics, may be withdrawn from class lessons to be taught by specialist staff at any time during the five years. The aim of this is always to prepare the pupil for a return to mainstream classes as soon as possible. Support is also provided for individual pupils in lessons where appropriate.

Attainment Results

Key Stage 3

- Achieving a Grade 4 or better in English: 87.4%
- Achieving a Grade 4 or better in Maths: 80.2%
- Achieving a Grade 4 or better in Science: 80.2%

Students who achieve a 4 or better at the end of Year 9 are on course to achieve a GCSE Grade 5 +.

Key Stage 4

- Silverdale students achieved GCSE results that are amongst the **highest in the city**.
- Our Progress 8 score is +0.67. This represents **outstanding progress** for students of all abilities in a **broad range of subjects**.
- The average Attainment 8 score is 57.0.
- **63%** of students achieved a **grade 5 or above in English and Maths**.
- **76%** of students were entered for the **English Baccalaureate** and the EBacc **average point score** is **5.35**
- **98%** of students stayed in education or employment after KS4 (destinations)

A-levels

- Overall **A2/A-Level ALPs score is 2**; this means that the **progress** our students make at A-level is in the **top 5% of the country**.

Curriculum Enrichments

Curriculum enrichments are available to all pupils. Y10 pupils have two weeks Work Experience. Optional enrichments include: a very wide range of P.E. activities, including opportunities for inter-form sports competitions, school teams and clubs; annual ski trips; annual drama productions; music concerts and activities; French Exchanges; Language intensive courses abroad; Home Stay visits in Spain; Christian Union; a range of Student Voice Activities including an Executive School Council; work shadowing; work experience abroad for all A-level linguists; Young Enterprise and mock Interviews for Sixth Formers.

All year 11 students receive a Record of Achievement and Experience which contains a personal account of their work experience and enterprise experience, tutor and personal statements, as well as their other achievements and experiences.

www.silverdale.sheffield.sch.uk

Sixth Form

SILVERDALE SIXTH FORM

Silverdale's Sixth Form offers two year courses to students who wish to continue their studies beyond Year 11. The aim is to construct, for all students, an individually designed course which offers the maximum career opportunities and meets the specific requirements of any Higher Education courses for which they may be aiming.

A wide range of A-level, BTEC and other Level 3 options are offered. A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, Extended Project Qualification (EPQ) & Volunteering.

The stay-on rate to the sixth form is very high (about 70% regularly stay on into the sixth form at the school). Most of these students go onto gain university places. The school provides an extensive programme of one to one support and advice for sixth formers, including a university preparation interview in Y12 and help with UCAS application at the beginning of Y13. Post A-level advice is also provided. The school has close links with a number of Oxbridge colleges and a high success rate in obtaining Oxbridge places.

www.silverdalesixthform.com

Information about Chorus Education Trust

Chorus Trust was founded on Silverdale School, an Ofsted-rated Outstanding school in the south west of Sheffield, that was recently named the Top State Secondary in the North.

Westfield Secondary School has been under the leadership of the Trust since 2017 and they formally joined in December 2018. We are in talks with another secondary school about joining imminently.



An outstanding education should not depend on your postcode

We believe that every child in our region deserves the best education possible, and we know that there is outstanding expertise across our region that can be harnessed to make this happen. That means drawing on one of the biggest strengths in the education world – the willingness to share, support and collaborate.

Working with both primary and secondary schools in South Yorkshire and Derbyshire, we are working to build a Trust that provides the very best education for young people, where ever they live.

Together we are stronger

All schools are facing financial challenges and we believe that, by coming together, we can build resilience that just wouldn't be possible on our own. As well as achieving economies of scale for schools by purchasing goods and services as one organisation, we provide a range of central services at extremely competitive costs. You can see the full list [here](#). We also have expertise in fundraising and income generation, to ensure that schools can bring in additional funding.

You don't have to like the academies programme to like us!

We know that the academies programme isn't everyone's preferred way of delivering education. However, it is the direction of travel for the foreseeable future. So we are very keen to build a collaboration of schools in our region, rather than have it 'done to us' by a national chain with limited understanding of the local area.

Choose your own destiny

We know that every school brings expertise that we can all learn from. So we want the schools that join us to help shape our Trust. We don't believe in moulding every school to one template. Instead, we want our schools to contribute to the long term development of the Trust.

We know education

At our heart is the Sheffield Teaching School Alliance, which trains over 100 teachers every year, runs a range of CPD courses and runs the only national SCITT (School Centred Initial Teacher Training) for modern languages. We work with over 150 schools and have built a trusted reputation for training and developing teachers. We bring this expertise and experience to inform our work across the Trust.

You can be aspirational and inclusive

We believe that every young person has the capacity to achieve beyond their expectations. We go to great lengths to keep students in school, by developing a strong, inclusive environment and investing in teams of dedicated, professional staff.

www.chorustrust.org

About Sheffield Teaching School Alliance



Our Teaching School supports staff at every stage of their career - from initial teacher training, right through to middle, senior and executive leadership. We also provide

subject specialism training.

We have also launched a unique national SCITT which brings together both the state and independent sectors to focus solely on training teachers of modern languages.

The Teaching School grew from Silverdale School, was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance.

We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield and a fully developed programme of CPD for teachers. All of these activities provide opportunities for staff within our Trust to take on new roles and skills.

We work with over 50 schools in our School Direct network, which includes primary, secondary, special and the Peak District – training over 100 teachers every year. We are always looking for new partners and to deepen existing relationships.

Our Specialist Leaders in Education (SLEs) enable us to provide school-to-school support across the region. These roles provide excellent opportunities for staff in our Trust wishing to further their experience and skills.

The strategic board of the TSA is made up of partner head teachers and Sheffield Hallam University colleagues.

www.sheffieldtsa.org

www.nationalmodernlanguages.com

