

ASSISTANT HEADTEACHER APPLICANT INFORMATION PACK



ACHIEVEMENT FOR EVERY LEARNER

THE SANDON SCHOOL
Molrams Lane, Sandon,
Chelmsford, CM2 7AQ
Headteacher: Mr A Weaver
Tel: 01245 473611
www.sandon.essex.sch.uk



ASSISTANT HEADTEACHER – Behaviour and Wellbeing
Salary range: 11-15, £52,643 - £57,986

The Sandon School is an oversubscribed 11-18 mixed comprehensive of around 1260 students with an excellent reputation in the local area. We have superb facilities and view ourselves as an innovative teaching and learning community. The school is situated close to the A12 on the east side of Chelmsford within easy reach of Chelmsford, Colchester, Southend and Brentwood and has good public transport links.

We are seeking to appoint a key member of staff to join the Senior Leadership Team from September 2020. Applications are invited from someone who has a track record of effective middle or senior leadership experience and who can think and act strategically. A key area of responsibility for this post will be to lead the pastoral team in securing good behaviour and wellbeing within the student community. This will include the line management of our Heads of Lower, Middle and Upper School. There will also be curriculum area line management responsibilities in common with other Leadership Team members. The successful applicant will have high expectations of students' achievement and behaviour and have the ability to motivate, challenge and inspire staff and students to achieve their best. Candidates will also contribute to the shared responsibility of being a member of the Leadership Team.

We are committed to safeguarding and promoting the welfare of children. Appointments will be subject to references and enhanced DBS checks.

Please contact Mrs J Hampton for an application pack on 01245 241141 or by email jhm@sandon.essex.sch.uk or see the school website for further information and an application form.

Closing date: midday on Monday, 16 March 2020.

Completed applications should be returned to Jo Hampton, Headteacher's PA, The Sandon School, Molrams Lane, Chelmsford, Essex CM2 7AQ or via email to jhm@sandon.essex.sch.uk with an accompanying letter explaining how you meet the requirements of the role.

Assistant Headteacher – Behaviour and Wellbeing



Line management: Heads of Lower, Middle and Upper Schools
Curriculum area line management responsibilities
Accountable to: Headteacher

Overall purpose of the role

You will be required to meet the general requirements of the Assistant Headteacher role, as specified in the current School Teachers' Pay and Conditions Document. You will help to provide strategic leadership at a whole-school level. In addition, you will be required to fulfil any reasonable expectations from Headteacher.

The post will require you to work in partnership with other leaders and staff across the school to:

- Lead a calm, safe environment where all adults secure the highest standards of student behaviour and academic achievement
- Lead on attendance, positive behaviour and attitude to learning
- Lead on PSHE within school
- Develop strategies to help overcome obstacles students may experience in achieving their personal best, particularly those students known to be at greater risk of underperformance eg disadvantaged students

Safeguarding requirements

We are committed to safeguarding and promoting the welfare of children and young adults. Appointments will be subject to references and enhanced DBS checks.

DUTIES

Formulating the aims and objectives of the school

- Act at all times in the best interests of students, taking all reasonable actions to keep young people safe in school and beyond, maintaining an up-to-date knowledge of national guidance and legislation eg Keeping Children Safe in Education
- Promote a strong culture of safeguarding where all members of the school community are vigilant and help keep students and staff safe in school and beyond
- Act in accordance with the school's aims and values at all times
- Maintain the highest expectations of what all children and young people can achieve, including the more vulnerable and disadvantaged
- Contribute to the formulation of aims and objectives in partnership with the school's Governing Board, Headteacher and the Senior Leadership team
- Lead by example, maintaining the highest standards of professional conduct and high levels of visibility around the school at all times
- Help to ensure a calm, safe environment where all adults secure the highest standards of student behaviour and academic achievement
- Lead on attendance, positive behaviour and attitude to learning
- Lead on PSHE within school
- Promote and model good relationships with parents, which are based on partnerships, to support and improve students' achievement

- Develop strategies to help overcome obstacles students may experience in achieving their personal best, particularly those known to be at greatest risk of underperformance eg disadvantaged students
- Gain a thorough understanding of the support young people and colleagues need to help all students enjoy their time at Sandon and achieve success
- Lead the rewards programme to ensure that all students feel valued and rewarded for their effort and achievement in school
- Oversee effective pastoral systems to secure high standards of care, guidance and support
- Develop and oversee the behaviour policy to recognise and reward effort and consistently sanction negative behaviour in lessons and around school
- Implement, monitor and review systems to promote high levels of attendance and excellent punctuality, particularly for key groups of students
- Monitor the effectiveness and impact of strategies employed to improve behaviour and attendance
- Contribute to the overall vision of the school by attending senior leadership team meetings and helping to devise and implement whole-school policies
- Support duty teams and others by insisting upon and helping to maintain high standards of student conduct in lessons and around the school
- Consult and communicate effectively with all parties involved in the school, including students, parents, staff and governors. This will include leading assemblies and other whole-school activities

Establishing policies through which aims and objectives can be achieved

- Evaluate the effectiveness of the school's performance, triangulating assessment practices and how they are used to support highly effective learning and teaching
- Make plans to improve standards in consultation with colleagues, parents and others as appropriate
- Undertake professional development and maintain an up-to-date knowledge of best practice, to ensure plans are suitably ambitious and rooted in research about effective strategies
- Communicate policies clearly with all stakeholders as necessary

Manage staff and resources to achieve aims

- Lead people within the pastoral team and help colleagues that you line manage to produce a relevant and effective personal development plan as part of their appraisal/ performance management. Review progress towards objectives consistently. Hold the staff that you manage accountable for performance against their objectives and wider professional performance
- Ensure colleagues are clear about their roles and the contribution they need to make to the school's success
- Coach and support colleagues, helping them to achieve their personal best
- Challenge underperformance or low expectations
- Manage a budget, using resources to achieve the maximum educational benefit for the best value for money
- Monitor progress towards the achievement of aims and objectives
- Evaluate the progress against plans, adjust strategies to ensure impact and support others to achieve aims
- Welcome and act on feedback from a range of audiences, including the Headteacher, Senior Leadership Team, parents, staff, students and external advisers
- Prepare reports, attend and chair meetings as appropriate

- Use a broad range of evidence to evaluate progress, including discussions with staff, students and parents, lesson observations, student performance data and sampling the quality of students' work

Undertake the professional responsibilities of a teacher

- Participating to such an extent as may be appropriate in the teaching of students at the school

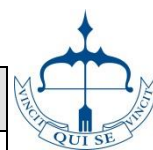
General

- Be willing to work flexibly in terms of working hours, eg attending meetings outside normal school hours or occasionally during the school holidays for results days or other significant events
- Attend such meetings as may be required with the Headteacher, Governors or other employees as the role requires
- Undertake any other duties associated with the role, as may be decided by the Headteacher

ACHIEVEMENT FOR EVERY LEARNER

PERSON SPECIFICATION ASSISTANT HEADTEACHER – BEHAVIOUR AND WELLBEING

It is likely that the successful candidate will satisfy the following specification:



Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Graduate Qualified Teacher Status Right to work in the UK 	<ul style="list-style-type: none"> Good honours degree Further professional studies related to management and/or education
Previous experience/ Professional competence	<ul style="list-style-type: none"> Recent and relevant CPD and a willingness to undertake further development as appropriate Good working knowledge of the OFSTED framework and other measures for evaluating the school's performance Successful teaching experience as measured by student data and lesson observations Successful leadership at a significant (eg whole school) level Experience of improving standards for teachers, key stages or a subject Able to develop strategies for improving behavior for learning in school Able to analyse data with a view to developing strategies to improve performance Able to monitor and evaluate impact of interventions and strategies Knowledge of attendance, and how to drive improvement in this area Excellent communication skills Outstanding behavior management skills Commitment to the safeguarding of young people Ability to coach others to improve leadership & teaching Able to lead others successfully, identifying clear priorities, communicating effectively and supporting improvements 	<ul style="list-style-type: none"> Experience within a comprehensive school Experience of improving standards at a whole-school level, including leadership
Other	<ul style="list-style-type: none"> Good role model in terms of promoting school's aims and values and professional standards for teachers and leaders Willing to work flexibly eg evening meetings 	<ul style="list-style-type: none"> Strong commitment to education beyond the classroom

THE SANDON SCHOOL

Opened in 1955, The Sandon School is an 11-18 co-educational Comprehensive with around 1260 students. It is a true comprehensive school with a full range of abilities. With results consistently above the National Average, it has an excellent reputation in the community and is oversubscribed. The school underwent an Ofsted Inspection in March 2018 which found it to be a good school.



The Sandon School is fortunate to have a well-qualified, motivated and experienced staff. Many of the staff are currently undergoing a variety of professional development activities focused on leadership and teaching in particular.

The school is a stand-alone academy, having achieved academy status in 2011, and has been successful in a number of capital bids. As a result, the site is both attractive and well equipped in all areas of the curriculum. The school is extremely well resourced in relation to ICT with all classrooms equipped

with data projectors/interactive whiteboards and many with a wide range of new specialist ICT facilities.

The school is particularly proud of its ATLAS (Access to Learning at Sandon) Centre which is a hub of learning for the whole school and incorporates numerous computers as well as a well-stocked library.

Specialist sport facilities include a dedicated sports hall with an international standard specialist floor, a brand new smaller sports hall with dance studio and multi-gym, two flood lit 4G Astro Turf pitches, extensive playing fields and hard play areas and a well-equipped gymnasium.



Other specialist facilities include a fully equipped drama studio with banked seating for an audience of 100, a large performance space and several smaller music practice rooms and a dedicated media suite. As well as nine laboratories, the science department also has an outdoor garden for environmental studies.

The majority of lessons are taught in specialist classrooms and there is a Sixth

Form Centre with dedicated study facilities for Sixth Form students.

For administrative and pastoral purposes the school is organised into three divisions: Lower School (years 7 and 8), Middle School (years 9 and 10) and Upper School (years 11, 12 and 13). Each has a Head of School and Heads of Year who are jointly responsible for monitoring students' progress and ensuring the well-being of the students within the school to facilitate their learning. Students entering the school are placed in all-ability tutor groups and are set by ability early in Year 7 for English and maths, and in Year 8 for science and languages.



The school provides a full range of courses for GCSE and A Level/Level 3 examinations as well as non-GCSE Certificate courses at KS4. The school has successfully developed a vocational curriculum programme for some students at KS4.

The school enjoys the support of a dedicated Parent Teacher Association (Friends of Sandon School) which organises fund raising and social and educational activities. It is instrumental in providing the school with many items of equipment and 'extras'.



At The Sandon School students are given the opportunity to participate in the highly regarded Duke of Edinburgh's Award scheme.

The catchment area of the school covers a wide rural area in addition to the immediate locality of Great Baddow, Sandon and Chelmer Village. The main villages served by the school are Danbury, Bicknacre, East and West Hanningfield, and Chelmer Village from which approximately 60% of students are currently transported daily to

school by means of contract or local service buses.

The school occupies a very pleasant location on the east side of Chelmsford. Located near to the A12 it is easily accessible by car and is well served by public transport. Chelmsford is situated 32 miles from London and has a train service to Liverpool Street (just over half an hour). It is within easy reach of the East Coast with its many sailing centres, and also Colchester, Ipswich. Southend and Brentwood. During the last 20 years, Chelmsford has undergone rapid expansion and is continuing to do so. It is a popular residential town and serves London as a commuter centre.

At Sandon we are proud of our school and its achievements. If you would like further information or would like to visit the school please contact Mrs Jo Hampton on 01245 241141 or email jhm@sandon.essex.sch.uk.



ACHIEVEMENT FOR EVERY LEARNER

KEY INFORMATION SHEET FOR A TEACHING POST AT THE SANDON SCHOOL



This sheet sets out the key information for any candidates applying for a teaching position at The Sandon School. Please read this information carefully and retain this sheet for reference during the application process.

Application process:

Applicants must complete the application form and submit it to the school by no later than the closing date advertised. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process:

Applications will be ranked against the person specification for the role.

All shortlisted applicants may be subject to:

1. A face to face interview with the selection panel
2. A teaching observation
3. A practical task

Details of these will be provided to you prior to the interview date.

Annual Leave

Annual leave is taken by arrangement with management and normally during school closure periods. Time off during term time can only be taken with permission of the school as set out in the school's leave of absence policy.

Pay

This post is paid on the Pay Band specified in the advertisement. Employees are paid monthly in twelve equal months per year.

Probation

All individuals will be required to satisfactorily complete a six month probationary period.

Shortlisted candidates:

Applicants who have been shortlisted for the post will usually be notified by telephone.

Prior to the interview date referees will be contacted to request references on all shortlisted candidates.

Further information and school visits:

Applicants who require further information or would like to visit the school should contact Mrs J Hampton on 01245 241141 or jhm@sandon.essex.sch.uk

RECRUITMENT AND SELECTION POLICY STATEMENT



1. The Governing Board is committed to:

- safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people
- promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
- receipt of satisfactory references*
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness
 - verification of qualifications
 - verification of professional status where required eg QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period

- verification that you are not subject to any s128 directions preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions/cautions/ reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of the recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment procedure. On the conclusion of the procedure, data collected will be held in accordance with the School's retention schedule.

A copy of our Recruitment Procedure is available upon request.

PRIVACY NOTICE FOR SANDON SCHOOL WORKFORCE (HOW WE USE SCHOOL WORKFORCE INFORMATION)

The categories of school workforce information that we collect, process, hold and share include:

- personal information (such as name, address, telephone number, employee or teacher number, national insurance number, tax details, pension information)
- special categories of data including characteristics information such as gender, age, ethnic group
- contract information (such as start dates, hours worked, post, roles and salary information)
- work absence information (such as number of absences and reasons)
- qualifications (and, where relevant, subjects taught)
- Medical information where relevant
- Biometric information for your staff catering account

Why we collect and use this information

We use school workforce data to:

- enable the development of a comprehensive picture of the workforce and how it is deployed
- inform the development of recruitment and retention policies
- enable individuals to be paid and to make statutory payments on their behalf
- contact you in an emergency or for important information such as school closures
- contact your named contact in the event of an emergency

The lawful basis on which we process this information

We process workforce information under Article 6 (To fulfil our legal obligation under the Education Act 1996 and the performance of our public task) and Article 9 (processing of special category data. For example processing is necessary for carrying out obligations under employment law or there is substantial public interest) of the General Data Protection

Regulations. More information can be found in the census guide documents on the following website <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

Collecting this information

We collect personal information by staff data forms. Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain school workforce information to us or if you have a choice in this.

Storing this information

We hold school workforce data whilst you are employed at the school and for seven years after you have left the school.

Who we share this information with

We routinely share this information with:

- our local authority
- the Department for Education (DfE)
- the Disclosure and Barring Service
- our payroll provider
- pensions authorities such as the Teachers' Pension Scheme and the Local Government Pension Scheme

Why we share school workforce information

We do not share information about workforce members with anyone without consent unless the law and our policies allow us to do so.

Local authority

We are required to share information about our workforce members with our local authority (LA) under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

Department for Education (DfE)

We share personal data with the Department for Education (DfE) on a statutory basis. This data sharing underpins workforce policy monitoring, evaluation, and links to school funding / expenditure and the assessment educational attainment. We are required to share information about our staff with the (DfE) under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

All data is transferred securely and held by DfE under a combination of software and hardware controls which meet the current [government security policy framework](#).

For more information, please contact <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact Mrs Bayley, Business Manager.

You also have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (i.e. permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

For further information on how to request access to personal information held centrally by DfE, please contact <http://www.gov.uk/contact-dfe>

Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by Mrs Bayley, Business Manager.

Last updated

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated on 1 September 2019.

Further information

If you would like to discuss anything in this privacy notice, please contact Mrs Bayley, Business Manager.