

# THE SANDON SCHOOL RECRUITMENT PACK

---

## HEAD OF YEAR 12

---

**Applications close: midday Friday, 3 May 2024**

For further information, please contact:

Miss Melnick

01245 241141

[cml@sandon.essex.sch.uk](mailto:cml@sandon.essex.sch.uk)

Molrams Lane  
Sandon  
Chelmsford  
Essex  
CM2 7AQ  
[www.sandon.essex.sch.uk](http://www.sandon.essex.sch.uk)  
01245 473611

Headteacher: Mr A Weaver





## **HEAD OF YEAR 12**

**Salary range: TLR 2b £5,159**

The Sandon School is an oversubscribed 11-18 mixed comprehensive of around 1280 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 Sixth Form Team from September 2024. Applications are invited from those with a proven track record of success who can think and act strategically. A key area of responsibility for this post will be the development of the Sixth Form. 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.

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

Please contact Miss C Melnick for an application pack on 01245 241141 or by email [cml@sandon.essex.sch.uk](mailto:cml@sandon.essex.sch.uk) or see the school website for further information and an application form.

**Completed applications should be returned to Charlotte Melnick, Headteacher's PA, The Sandon School, Molrams Lane, Chelmsford, Essex CM2 7AQ or via email to [cml@sandon.essex.sch.uk](mailto:cml@sandon.essex.sch.uk) with an accompanying letter explaining how you meet the requirements of the role. If you would like to visit the school prior to completing an application, please contact Miss Melnick.**

**Closing date: midday on Friday, 3 May 2024.**

***We reserve the right to close this vacancy early and encourage candidates to complete and return applications as soon as possible***



## **JOB DESCRIPTION**

### **HEAD OF YEAR**

Management responsibility: Team Leader of the form tutors

Accountable to: Assistant Head Teacher

#### **With the support of the Assistant Head Teacher, Form Tutors, and Attendance Officer:**

- Track student effort and attainment in their year group
- Ensure students attend regularly
- Construct Behaviour for Learning Plans for students not making appropriate progress
- Identify and co-ordinate PSHE needs for the year group
- Direct use of tutorial (extended registration) periods
- Hold case conferences for teaching staff to aim for consistency
- Produce and update students' contextual information for staff
- Enable their form tutors to carry out their role
- Chair year team meetings
- Deliver Assemblies
- Participate in information evenings and events related to their year group
- Report safeguarding concerns
- Take an active role in careers and post 16 education options.
- Responsible for monitoring progress and engagement of disadvantaged students

#### **With the support of the Pastoral Leader:**

- Address behaviours and events which disrupt learning
- Develop Student Behaviour for Learning Panels

## **TEACHER ROLE GUIDE**

### **Classroom Teacher**

The professional duties of all teachers (other than the Headteacher) are set out in the School Teachers' Pay and Conditions Document (STPCD) and describe the duties required of all mainscale/upper scale teaching posts.

In addition, the requirements of the post of Teacher at The Sandon School are set out below.

- Support the Headteacher in promoting and maintaining the work and good order of the school
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated Curriculum Area as appropriate
- Monitor and support the overall progress and development of students as a teacher/form tutor
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- Contribute to raising standards of student attainment
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

### **Knowledge and Understanding**

- Has a secure subject knowledge and understanding of the key concepts and skills of their specialist subject(s)
- Has a detailed knowledge and understanding where applicable of the National Curriculum programmes of study (KS3 and KS4) and level descriptions (KS3) of their specialist subject(s)

**AIMING HIGHER TOGETHER**

- Is familiar with the relevant KS4 and post-16 examination syllabuses and courses within their specialist subject(s)
- Understands the framework of 14-19 qualifications and the route of progression through it for their specialist subject(s).
- Understands progression from the KS2 programmes of study for their specialist subject(s)
- Knows and can teach the key skills relevant to their specialist subject(s) and understands the contribution that their specialist subject(s) make(s) to the development of Key skills
- Is aware of relevant research evidence on teaching students in their specialist subject(s) and knows how to use this to inform and improve teaching
- Has for their specialist subject(s) a secure knowledge and understanding of ICT content
- Is familiar with any relevant subject-specific health and safety requirements, and plans lessons to avoid potential hazards

### **Planning**

Planning of lessons to ensure progression in students' learning to include the following elements:

- The identification of clear teaching objectives and content and how these will be taught and assessed
- Setting of tasks for all students, including homework that challenges those students and ensures high levels of student interest
- Setting of appropriate and demanding expectations for students' learning, motivation and presentation of work
- Setting of clear targets for students' learning, building on prior attainment, which take into account a student's special educational needs
- Planning of clearly structured lessons and sequences of lessons which maintain pace, motivation and challenge for students
- Use of assessment information on students' attainment and progress to plan future lessons and sequences of lessons

### **Teaching and Class management**

- Ensures effective teaching of classes allocated on the timetable, and of groups and individuals within the whole class setting, so that teaching objectives are met and best use is made of available teaching time
- Maintain an orderly and purposeful working atmosphere in lessons
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- Establish a safe environment which supports learning and in which students feel secure and confident
- Use a variety of teaching methods which engage students' curiosity, enthusiasm and motivation and which match the students learning needs
- Ensure familiarity with the current SEND Code of Practice in order to identify and support students with SEND. Record teaching strategies and develop resources to help students make best progress
- Ensure that students acquire and consolidate knowledge, skills and understanding in the subjects taught

- Evaluate one's teaching critically and use this self-review to improve the effectiveness of the teaching

### **Monitoring, assessment and recording**

- Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- Mark and monitor students' assigned class work and homework, providing constructive oral and written feedback, and setting targets for students' progress
- Assess and record students' progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
  1. Check that students have understood and completed the work set
  2. Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in students' learning

### **Inform planning**

- Check that students continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject(s) taught
- Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents where applicable
- Understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable can be used to set clear targets for students' achievement
- Use different kinds of assessment appropriately for different purposes including standardised tests, and baseline assessment where relevant

### **Other Professional requirements**

All teachers should:

- Set a good example to the students taught, through their presentation and their personal and professional conduct
- Be committed to ensuring that every student is given the opportunity to achieve their potential and meet the high expectations set for them
- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach
- Understand their professional responsibilities in relation to school policies and practices, in particular those concerned with safeguarding, pastoral matters and health and safety
- Recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for students' education and welfare

## PERSON SPECIFICATION



## HEAD OF YEAR

### Essential experience and qualities

The successful candidate is likely to have a proven record of:

- leading by example
- credibility with colleagues, students and parents
- good teaching across the ability range across all key stages
- diffusing volatile/challenging people
- de-escalating situations
- responding to vulnerable students
- an impact on the emotional and learning experience of students
- a resilient mindset
- the capacity to prioritise, delegate, utilise support
- good written and verbal communication skills



## 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
4. Student Panel

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 Miss Melnick by email at [cml@sandon.essex.sch.uk](mailto:cml@sandon.essex.sch.uk)

## GENERAL INFORMATION ON THE SCHOOL



Opened in 1955, The Sandon School is an 11-18 co-educational Comprehensive with around 1280 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 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 teaching and leadership 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 specialist ICT facilities.

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

Specialist sports facilities include a dedicated sports hall with an international standard specialist floor, a smaller sports hall, a 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, 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, 10 and 11) and Sixth Form (Years 12 and 13). Heads of School/Sixth Form are supported by Heads of Year and together 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. Setting for science takes place in Year 9.

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 fundraising 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. Currently Bronze and Silver awards are offered.

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 (around 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 this is continuing. It is a popular residential city and serves London as a commuter centre.

At Sandon we are proud of our school and its achievements. If you would like further information, please contact Miss. C Melnick on 01245 241141 or email [cml@sandon.essex.sch.uk](mailto:cml@sandon.essex.sch.uk).



## **RECRUITMENT AND SELECTION POLICY STATEMENT**

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.

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.

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.

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.

The following pre-employment checks will be required where applicable to the role and setting:

- receipt of satisfactory references
- verification of identity
- a satisfactory DBS disclosure if undertaking Regulated Activity
- verification that you are not barred from working with Children
- verification that you are not prohibited from teaching
- verification of medical fitness for the particular role
- verification of qualifications and 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 a section 128 direction 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 2018 or that you have provided a valid disqualification waiver from Ofsted

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

We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

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 shortlisted candidates 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) and any prohibitions prior to interview. When making a recruitment decision School will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

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/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. 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 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 2018 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 discussed with candidates and decisions made 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 the incident(s) occurred and 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 or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness)

This Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

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

A copy of our Recruitment Procedure is available upon request.

Our Privacy Notice relating to recruitment and employment is available on our website [here](#).