



HEBBURN

Comprehensive School



Dear Colleague

First, can I thank you for showing interest in joining the senior leadership team of Hebburn Comprehensive School. This vacancy arises due to the current postholder retiring at Christmas. The post requires someone who is child centred, innovative and shares our commitment to securing excellent outcomes for our pupils. Hebburn Comprehensive is an 11-16 community comprehensive school, with a pupil population of 850, which has increased rapidly over the past two years. We anticipate that our roll will increase further over the next 2 – 3 years.

We are a 'good' school, where the emphasis for all is on learning and achievement, where pupils feel safe and happy and where a culture of success and ambition is embedded and celebrated throughout the school and wider community. Our central aim is to raise the aspirations of all our young people, inculcating a respect for one another and for the values of learning, citizenship and tolerance. We remain resolute in our conviction that the education we provide must be inclusive, ambitious and designed to meet the needs of all pupils.

In 2013 and 2017, we were judged as 'good' by Ofsted in all areas. Inspectors in 2017 said: 'Pupils are confident, and they engage well with visitors. Pupils speak with fondness and enthusiasm about their teachers and say how approachable and supportive all staff are'.

The school has excellent facilities and provides first-class opportunities for professional development. In 2012, we were lucky enough to be one of the last schools to go through the Building Schools for the Future (BSF) programme, providing a modern, well-equipped school where children can thrive.

Governors are looking to appoint an Assistant Head Teacher who will support the Head Teacher and build on our well-established reputation and culture of high achievement.

Before committing to completing an application, I would urge you to visit our school to undertake a tour of the site and to talk with me about the school's history and our vision for the future.

If appointed, you will work with a highly committed leadership team and Governing Board. Additionally, our staff team, both teaching and support, is passionate about enhancing the life chances of our pupils.

I look forward to receiving your application.

Yours sincerely



David Thompson
Head Teacher

The successful candidate will:

- have recent and successful leadership experience in middle leadership or in a similar role in senior leadership.
- have the ability to lead, motivate and inspire pupils, staff, parents and governors, in pursuit of excellence.
- be committed to furthering the school's vision for securing ongoing improvement.

We can offer:

- a calm and supportive school community
- a strong leadership team and a dedicated team of staff
- a committed and supportive Governing Board
- a firm commitment to your ongoing professional development.

ASSISTANT HEAD TEACHER

Role: Assistant Head Teacher (Strategic Leadership of Pastoral Systems & SEND)

Pay Range: Leadership 11 - 15

Line Manager: Head Teacher/Deputy Head Teacher

Initial Roles and Responsibilities:

- Behaviour & Attitudes (Policy and Systems)
- SEND Provision and Strategy
- Deputy Designated Safeguarding Lead (DDSL) If not already in place, must be willing to undertake training
- Line management of SEND Team
- Pupil Premium and Closing the Gap Strategy
- Admissions
- Behaviour Support Room
- School Uniform
- Oversight of Alternative Provision
- Peer Mentoring Programme
- Middle Leadership Development (pastoral)
- Local Authority Behaviour and Attendance Partnership Lead
- Relevant Policies and Statutory Compliance

JOB DESCRIPTION

The Assistant Head Teacher, under the direction of the Head Teacher, will take a role in:

- Assisting in formulating the aims and objectives of the school.
- Establishing and writing key policies for achieving those aims and objectives.
- Managing staff and resources.
- Monitoring progress towards the achievement of the school's aims and objectives in the SiP.
- Reporting to the Governing Body, providing information on quality assurance, innovation and strategic development planning.

DUTIES AND RESPONSIBILITIES: LEADERSHIP

- Be an inspirational and inclusive leader who subscribes unerringly to the ethos and values of the school, in its priorities and in its inter-personal relationships.
- Hold and articulate clear values and moral purpose, focusing on providing a high-quality education for all pupils.
- Support the Head Teacher in communicating a compelling vision for Hebburn Comprehensive and drive strategic leadership, empowering all pupils and staff to excel.
- Demonstrate professionalism in personal behaviours, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
- Lead on establishing and implementing a safe, calm and well-ordered environment for all pupils and staff.
- Lead on the implementation, monitoring and evaluation of the school's key policies, as directed by the Head Teacher.
- Inspire and influence others to understand the fundamental importance of education and the impact it has on young people's lives.
- Lead by example to foster an open and transparent culture of diversity and equality.
- Uphold the highest standards of professional and personal conduct.
- Lead with integrity, compassion, creativity, resilience, and clarity, drawing on your own expertise and skills, and the strengths of those around you.
- Lead by example, focusing on providing excellent education for all pupils.
- Lead on particular whole-school strategies and policy areas, as directed by the Head Teacher.
- Demand ambitious standards from all pupils, enabling them to overcome disadvantage, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.

DUTIES AND RESPONSIBILITIES: MANAGEMENT

- Provide a safe, calm and well-ordered environment for all pupils and staff focused on safeguarding pupils and developing exemplary behaviours for learning in school and in the wider community.
- Implement systems for managing the performance of all staff, addressing any under-performance, supporting and challenging staff to improve practice.

- Performance manage middle leaders, including carrying out appraisals, providing professional development opportunities, and holding staff to account for their performance
- Assist with the selection and recruitment of new teaching staff and support staff.
- Hold all staff to account for their professional conduct and practice.
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others.
- Implement quality assurance procedures to secure the highest standards, reporting regularly to the Head Teacher and Governing Body.
- Support the distribution of roles and responsibilities throughout the school.

SYSTEMS AND PROCESSES

- Use rigorous data analysis to inform strategic action planning that secures improved outcomes for pupils.
- Produce and continually update strategic action plans for improving pupil outcomes.
- Use external and internal research and development strategies to innovate and improve practice across the school, ensuring a research-led approach.
- Represent the school at relevant panels, working groups and meetings, as required by the Head Teacher

MODELLING BEST PRACTICE

- Demonstrate excellent performance against parts one and two of the Teachers' Standards: teaching and personal and professional conduct.
- Support the Head Teacher to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Develop and sustain an extensive knowledge and understanding of current education and school systems locally, nationally and globally.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Support the Head Teacher to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

SAFEGUARDING

- Provide a safe, calm and well-ordered environment for all pupils and staff.
- Keep pupils safe and support the Head Teacher and senior colleagues to implement and oversee the highest standards of child protection, prevent strategies and safeguarding throughout the school.
- Ensure the highest standards of record keeping

ADDITIONAL INFORMATION

All staff are required to safeguard and promote the welfare of children and young people, and to follow all safeguarding policies, including the staff code of conduct.

Please note that the above is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that an Assistant Head Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of outlining roles and responsibilities and may change either as your contract changes or as the organisation of the school changes. As a senior leader, roles and responsibilities will be reviewed on a regular basis to reflect the school's needs and may be amended, dependent on the needs of the school and following consultation with the postholder.

PERSON SPECIFICATION

Selection Criteria	Essential	Desirable	Source A = Application I = Interview T = Task
Qualifications:			
Qualified teacher status	x		A
Degree level qualification, or equivalent.	x		A
Post graduate qualification		x	A
NASENCO (or be willing to gain the award within 3 years of appointment)	x		A
Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education.	x		A, I
Experience			
Evidence of successful teaching and management of pupils at both KS3 and KS4.	x		A, I
In-depth knowledge of the SEND Code of Practice	x		
In-depth knowledge of Behaviour Management Systems and a proven track record of creating a culture of high expectations	x		A, I, T
Successful experience of working at middle leadership level in a school environment or in a similar position in senior leadership	x		A, I
A proven track record of raising standards and improving pupil outcomes.	x		A, I

Skills and knowledge – show evidence of:			
Holding and articulating clear vision, values and moral purpose, demonstrating professional personal behaviour, and positive relationships and attitudes.	x		A, I, T
Demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity.	x		A, I, T
Understanding of high-quality teaching, and the ability to model this for others and support others to improve.	x		T, I
Effective communication and interpersonal skills.	x		A, I, T
Data analysis skills, and the ability to use data to set targets and identify weaknesses.	x		I, T
Ability to communicate a vision and inspire others.	x		I
Ability to build effective working relationships	x		A, I, T
Pupils and staff – show evidence of:			
Raising standards that have impacted positively on pupil attainment and progress and teaching and learning.	x		A
A clear understanding of what constitutes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	x		A, I, T
A commitment to valuing, supporting and encouraging the professional development of all staff.	x		I
Commitment - Demonstrate a full commitment to:			
Safeguarding and Child Protection	x		A, I
The Equality Act 2010	x		A
Promoting the school's vision and ethos	x		A, I, T
High ethical standards (Nolan Principles of Leadership)	x		A, I
Collaboration	x		A, I
Relating positively to, and showing respect for, all members of the school and wider community	x		T, I
Ongoing relevant professional self-development	x		A
Personal Qualities:			
Ability to work under pressure and prioritise effectively	x		A, I
A good role model to both staff and pupils	x		I
Maintain a good sense of humour and positive outlook whilst under pressure	x		A, I
Commitment to maintaining confidentiality at all times	x		A, I
Commitment to the principles of equality and diversity	x		A, I
Flexible approach to work	x		A, I
Circumstances			
Enhanced clearance from the Disclosure and Barring Service	x		Enhanced DBS

Two satisfactory references confirming suitability for the post. One must be from your most recent employer, preferably the Head Teacher (we may seek other references as part of our safer recruitment checks).	x		References
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Hebburn Comprehensive is committed to the safeguarding and well-being of children and young people. All appointments are subject to rigorous safer recruitment checks, including an enhanced DBS

MAKING YOUR APPLICATION

- Applicants **must** complete the standard South Tyneside Council application form, **in full**, and enclose a covering letter of no more than two sides of A4, explaining how your experience and professional and personal qualities make you a suitable candidate for the post.
- Application forms can be downloaded from the school website at www.hebburn.net, from the 'Vacancies' section at the top.
- Please ensure that you read the section on references carefully.
- CVs will not be accepted.
- Visits and tours of the school can be arranged with Mrs Kaye Melville, when we return on Monday 5 September. Please ring 0191 483-3199 or email melvillek@hebburn.net to arrange an appointment.
- Closing date for applications is Monday 19 September at 12.00noon. Applications should be emailed to Mrs Kaye Melville at melvillek@hebburn.net
- Shortlisting will be undertaken week commencing 19 September.
- Interview date will be confirmed after shortlisting has taken place.

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