



# Assistant Headteacher

## Full time, Permanent

### Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

## Executive Headteacher's welcome

Thank you for your interest in this opportunity to join our schools as **Assistant Headteacher with responsibility for Behaviour, Pastoral Care and Attendance**, the post holder will also be a member of the Senior Leadership Team. This candidate information pack will tell you much more about the school and the role.

Astley Community High School is part of the Seaton Valley Federation of Schools. The other members of the federation are Whytrig Middle School, which is co-located with Astley in Elsdon Avenue and Seaton Sluice Middle School. The three schools share a single governing body.

We are looking for someone who can join the leadership team, ensuring our students receive the best possible education each day, contributing to strategic decision making and planning for moving the school and the federation onto the next stage of our development. Astley is graded 'Good' by Ofsted, but we feel we can develop even more.

We are embarking on an exciting new chapter. Work is underway for a multi-million pound brand new building for Astley Community High School and Whytrig Middle School, which we hope to move into in September 2025, creating fantastic facilities for our students and staff. This role will be integral in this exciting time for the federation.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. All three schools are rated as 'Good' by Ofsted. I strongly believe that the relatively small size of all three schools provides a great environment to get to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact Richard Goodman, Head of School, on 0191 2371505.



**John Barnes, Executive Headteacher – Seaton Valley Federation of Schools**

## Our vision, ethos and values

As part of the Seaton Valley Federation we share the same ethos and vision and use this as a reference point for all we do. Our vision is:

- **To be exceptional in everything we do.**
- **To ensure that everyone attends a school where they are safe, happy, successful and have lots of opportunities.**
- **To provide a positive learning environment which allows everyone to achieve their potential.**

We have three main themes to our ethos:

- **To know every child academically and pastorally as a complete young person.**
- **To treat everyone and everything with respect.**
- **To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

## About Our Schools

	Age Range	Total number of pupils	Number in sixth form
Astley Community High School	13 - 18	614	164
Seaton Sluice Middle School	9 - 13	304	N/A
Whytrig Middle School	9 - 13	287	N/A

Astley Community High School attracts a number of students from outside the Seaton Valley area. There is a strong sixth form and we typically retain 75% of our Year 11 students for further study. More information including our prospectus is available from: [www.svf.org.uk](http://www.svf.org.uk)

## About our performance

	Overall Effectiveness	Last Ofsted Inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	July 2023
Whytrig Middle School	Good	November 2021

We are very proud all three schools in Seaton Valley Federation are rated as **GOOD** schools by Ofsted. The most recent inspection at Whytrig Middle judged the school to be a Good school overall and 'Outstanding' for behaviour and attitudes. See below some of the comments made on our most recent Ofsted reports:-

"Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, 'There are too many good things and I would not have time to tell you about them all.' Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach. There is a culture of safety in the school. Pupils say they feel safe and they value the work of the school in helping them to understand how to keep themselves safe." **Ofsted 2019 (ACHS)**

"This school is an inclusive environment where pupils value each other. They respect and celebrate difference. There is a strong sense of community and pupils feel responsible for each other. Pupils spoken to would all challenge bullying if they saw it. Parents and carers and pupils agree that if bullying does occur, it is dealt with effectively by staff. Pupils feel safe and happy here. They are rightly proud of their school. Behaviour is exemplary. Pupils who have previously found school difficult thrive and flourish here. The culture and relationships are exceptional at Whytrig. Both staff and pupils flourish here. School leaders place a high priority on keeping pupils safe." **Ofsted 2021 (WMS)**

Pupils at Seaton Sluice Middle School are proud of their school community. They say that everyone is welcome and that teachers will always help them do their best. Inspectors agree. Pupils are polite and confident when speaking to staff, visitors and each other. They are keen to make the most of their time at school. Bullying at the school is rare. If pupils are unkind in their words or actions, staff deal with this immediately. Pupils tell an adult if something is worrying them. **Ofsted 2023 (SSMS)**

## About Our Structure and Senior Leadership Team

The Seaton Valley Federation executive leadership team is led by the Executive Headteacher and consists of the Heads of School for Astley Community High School, Whytrig Middle School and Seaton Sluice Middle School, as well as the federation's Business Director. This team focuses on strategic leadership across the federation.

The Astley Community High School senior leadership team is led by the Head of School and consists of an Assistant Headteacher Teaching and Learning/Sixth Form, Assistant Headteacher Curriculum, Assistant Headteacher Behaviour and Attendance (vacancy), Assistant Headteacher SEND/Disadvantage, and the Business and HR Manager, and is supported by two associate members.

Each senior leadership team works closely together across the federation. This allows for new ideas to be trialled in one school and then shared across the federation. Each member of the senior leadership team also has a focus across the federation.

## About the Role

Over the next few pages you will find the advert, job description and person specification for the post of Assistant Headteacher but we know that you will want to know more about the role and how it fits in with the Senior Leadership Team.

We are looking for someone with enthusiasm, drive and determination for the role of Assistant Headteacher in charge of behaviour, pastoral care and attendance. Over the last two academic years we have worked collaboratively across the federation to introduce a new behaviour model. The bedrock of this is a focus on positive relationships between all members of the school community. We aim to help develop our students' understanding of what positive relationships and behaviour look like and we strive to support those students who struggle with this. We are committed to consistently recognising, rewarding and celebrating positive behaviour - letting the students know when they are getting this right and sharing this with parents.

As part of the federation's behaviour model we have introduced 3 simple expectations for all members of the school community - to be ready, respectful and safe. We strive to support all students to achieve their full potential. This starts first through quality first teaching in each classroom – teachers knowing the students in front of them and adapting their teaching to suit the individual needs. Wraparound support is also put in place for those students who need it, especially from a pastoral and SEN perspective. We are looking for an individual who has a passion for pastoral care, who can use innovative strategies to support our more challenging students and celebrate the positive behaviour of all students.

The Assistant Headteacher for behaviour, pastoral care and attendance will oversee the pastoral team, consisting of a teaching Head of Year and a non-teaching pastoral support worker in each of Years 9 to 11, a school counsellor and an attendance officer. The successful candidate will also work closely with the SENDCo, and AHT SEND/Disadvantage to ensure that our most vulnerable students receive the support that they need. Behaviour across the school is very good - the vast majority of our students follow the school's behaviour expectations and are focused in lessons and achieve well. Attendance continues to be a challenge - we are looking for someone who can bring a fresh perspective to consider how best to improve attendance across the school.



**Richard Goodman, Head of School ACHS**



## **Astley Community High School**

Elsdon Avenue  
Seaton Delaval  
Tyne and Wear  
NE25 0BP  
0191 237 1505

### **Assistant Headteacher with responsibility for Behaviour, Pastoral Care and Attendance**

L8 to L12 £56,082 to £61,882  
Permanent, 1.0 FTE  
Required from 1 September 2024

#### **Small enough to care, big enough to make a positive impact**

We are looking for an experienced Assistant Headteacher to join our team at Astley Community High School. You will work closely with the Head of School and the Senior Leadership in driving forward our behaviour and attendance strategy.

Within our schools we have a strong sense of purpose and are strongly committed to the achievement of every student. We aim to provide quality education in a safe and caring environment, giving all of our students the opportunity to achieve their full potential.

The successful candidate will personally have a key role in Student Support for years 9 – 13, providing strategic leadership, working collaboratively to ensure strategies and systems for behaviour, attendance and pastoral support are implemented across the schools. Your track record of contributing at a strategic level to school improvement will also show your ability to work in partnership with a range of stakeholders to achieve desired outcomes and impact.

Although it is important that you can think strategically, you will also need to adopt a hands-on approach to deal with the diverse demands of school life and have highly developed communication skills to build effective relationships with students, parents, staff and our community. If you have a passion for education then this is a fantastic opportunity to make a significant contribution to the federation and become an integral part of our future success. Our candidate information pack will tell you much more about this opportunity.

Visits to the school are warmly welcomed and encouraged, please call Richard Goodman (Head of School) on 0191 2371505 to arrange.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts

Interested in applying? A completed application form must be submitted **by 9am on Friday 8th March 2024** by e-mail to [vacancies@svf.org.uk](mailto:vacancies@svf.org.uk)

It is expected that interviews will take place on Thursday 14th March.

Further information about all of our current vacancies is available at: <http://www.svf.org.uk/vacancies>

## Job Description

<b>Post Title:</b> Assistant Headteacher	<b>Seaton Valley Federation</b>	
<b>Leadership Pay Range:</b> L8 – L12	<b>Home base: Astley Community High School</b>	
<b>Responsible to:</b> Executive Headteacher of Seaton Valley Federation of Schools and relevant Head of School	<b>Date:</b> May 2023	<b>Responsible for:</b> All staff who teach within the areas assigned by the Executive Headteacher.
<b>Job Purpose:</b> To lead in one or more strategic areas as directed by the Executive Headteacher (Behaviour, Pastoral care and Attendance)		
<p><b>Duties and key result areas:</b> Professional duties are to be carried out in accordance with the terms and conditions for Assistant Headteachers within the current School Teachers’ Pay and Conditions Document. The specific leadership and management duties of this Assistant Headteacher role shall include:</p> <p><b>Strategic Direction and Development</b></p> <ul style="list-style-type: none"> <li>● Working with the Executive Headteacher and Head of School to provide vision, leadership and a clear direction for the school with regard to all pupils.</li> <li>● Working with the Executive Headteacher and Head of School to formulate objectives, policies and protocols for the SVF school you are based at with regard to planning and monitoring their implementation.</li> <li>● Participating in producing, monitoring and evaluating the school development plan, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers’ effectiveness and securing school improvement.</li> <li>● Working with the Executive Headteacher, Head of School and other senior leaders to monitor and evaluate the work of the schools and use the outcomes of these activities to improve the effectiveness of all schools in the federation.</li> <li>● Securing the commitment of staff, pupils, parents and the wider community to the vision and direction of the school and Federation.</li> </ul> <p><b>Teaching and Learning within the School</b></p> <ul style="list-style-type: none"> <li>● Promoting and securing good teaching, effective learning, high standards of achievement, good behaviour and discipline for pupils.</li> <li>● Implementing and monitoring the curriculum and its assessment for pupils in areas as agreed with the Executive Headteacher and Head of School.</li> <li>● Assess, record and report on the development and progress of all pupils and analyse relevant data to promote the highest possible aspirations for all students and target expectations and actions to raise all students’ achievements.. Provide timely, accurate and constructively feedback on all students’ attainment, progress and areas of development.</li> <li>● Monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils, in order to set and meet challenging, realistic targets for improvement</li> <li>● Creating and maintaining an effective partnership with parents/carers to support and improve pupils’ achievements and personal development.</li> </ul> <p><b>Leading and Managing School Staff</b></p> <ul style="list-style-type: none"> <li>● Assisting the Executive Headteacher and Head of School in the selection and appointment of staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school and Federation.</li> <li>● Ensuring safe working practices to protect vulnerable pupils are implemented by all staff across the provision including undertaking risk assessments.</li> <li>● Deploying and managing all staff and ensuring their training and development needs are met.</li> </ul>		

- Implementing and sustaining effective systems for the management of staff performance.
- Motivating and enabling all staff in the school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs in relation to teaching students.

#### **Efficient and Effective Deployment of Financial Resources**

- Managing, monitoring and reviewing the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

#### **Safeguarding for students**

- Along with Head of School and the rest of the SLT take a lead for promoting the safety and the welfare of children within the school.
- Working alongside the Head of School, provide advice and support to staff. Where necessary and under the guidance of the Head of School, liaise with the local authority and work with other agencies in order to ensure child protection concerns are dealt with promptly and effectively.
- In conjunction with the Lead for Safeguarding ensure safeguarding policies in relation to students and procedures are fully implemented and adhered to by all staff.
- Ensure all staff and volunteers are able to raise concerns about poor or unsafe practice with regard to children, and refer these concerns to either the Head of School or Lead for Safeguarding.

#### **Accountability for the strategic area(s) assigned**

- Creating and developing an organisation in which all relevant staff recognise that they are accountable for the success of all pupils.
- Presenting a coherent and accurate account of the pupils' and staff performance in your area of responsibility to an appropriate range of audiences
- Ensuring that all pupils and their parents/carers are well informed about the areas of your responsibility and about the contribution that they can make to achieving the school's targets for improvement.

#### **Generic responsibilities for all Deputy and Assistant Headteachers across Seaton Valley Federation**

- Attend relevant training
- Provide support and challenge for staff.
- Form effective relationships with parents and carers in order to ensure that students are supported at school and at home.
- Monitor and evaluate all aspects of the schools' provision and to use the outcomes of these activities to further improve provision and support for all students.
- Take part in lesson observations and work scrutiny and lead staff in the outcomes of these activities.
- Act as an appraiser.
- Maintain up-to-date records.
- Strategically lead the schools along with the Executive Headteacher, Heads of School and other members of the Senior Leadership Team.

#### **General Responsibilities**

- Attend and contribute to the Senior Leadership Teams of the schools and the wider Federation
- Contribute to the work of the governing body by providing papers and attending meetings as required

The federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

**Work Arrangements**

Transport requirements: Able to meet the transport requirements of the post.

Working patterns: As identified in the relevant School Teachers' Pay & Conditions Document

Working conditions: Normally office or classroom based.

### Person specification for Assistant Headteacher

Post Title: Assistant Headteacher	Criteria	Essential	Desirable	Evidence*
Qualifications	1. Has qualified teacher status	✓		A
	2. Has recent professional training relevant to the post	✓		A
	3. Willingness to undertake CPD relevant to the post	✓		A
	4. Has up to date designated safeguarding training or be willing to do the training as soon as in post.	✓		A/I
	5. Has current experience of being a DSL		✓	A/I
	6. Has a masters or equivalent in education		✓	A
Experience	7. Has experience of teaching within the 9 – 18 age range but not necessarily all stages.	✓		A
	8. Has experience of leading teams	✓		A
	9. Has been part of a successful Pastoral team, with measurable improvements in student behaviour, attendance and academic performance	✓		I
	10. Knows, understands and applies knowledge of the English education system especially in all matters relating to pastoral, inclusion and disadvantaged pupils.	✓		A/I
	11. Knows, understands and applies knowledge of pastoral care and all the issues associated with it.	✓		A/I
	12. Has experience of developing and delivering in-service training for staff	✓		A
	13. Experience of setting and monitoring a departmental or other budgets	✓		A

	14. Has experience of working with pupils resulting in measurable improvements in these pupils.	✓		A
	15. Has experience in working at SLT level and currently is a member of a SLT	✓		A
Knowledge	16. Knows, understands and applies knowledge of partnership working between schools	✓		A/I
	17. Knows, understands and applies knowledge of education legislation and practice.	✓		A/I
	18. Knowledge of examination and testing requirements in key stages 4, 5 and a willingness to learn to fill any gaps		✓	A
	19. Understands data and tracking procedures across a range of measures	✓		A/I
	20. Understands practical methods for improving learning behaviours across a variety of age ranges and pastoral issues	✓		A/I
	Skills/attributes	21. Teaches at least to a good standard.	✓	
22. Able to use data and target setting to raise student aspirations and show measurable impact		✓		A/I
23. Has high levels of communication and interpersonal skills including building positive relationships with adults and children		✓		I
24. Has a sound knowledge and understanding of ICT applications		✓		A/I
25. Has sound judgement, shows determination and initiative and is hard working		✓		R
26. Able to inspire challenge, motivate and empower others		✓		R

	27. Able to analyse and interpret information, think strategically and contribute to the vision for the schools and federation.	✓		R/A/I
	28. Able to effectively prioritise, monitor and evaluate initiatives	✓		R/A
	29. Able to lead a team using a collaborative style whilst ensuring a high level of performance from all	✓		R/A
	30. Able to think creatively, anticipate and solve problems, plan and organise themselves and others and delegate with appropriate monitoring	✓		R/A
	31. Good level of oral and communication skills and interpersonal skills including building positive relationships with adults and children	✓		R/A/I
General	32. Fully subscribes to the Vision, Values and Aims of the schools and federation	✓		A
	33. Has high expectations of self and others	✓		R/A
Other	34. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓		R
	35. No disclosure about criminal convictions or a safeguarding concern that makes applicant unsuitable for this post	✓		R

## Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Customer Services and public library.

## Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at [www.visitnorthumberland.com](http://www.visitnorthumberland.com) for more information.

## **Our commitment to professional development**

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages and share best practice.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- We provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

## **Our commitment to equal opportunities**

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination.

Our Equality and Diversity in Employment Policy is available from:

[www.svf.org.uk/our-federation/policies](http://www.svf.org.uk/our-federation/policies)

## Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

In accordance with Keeping Children Safe in Education (2022) as a school we are required to undertake online searches for all candidates that we shortlist to attend for the next stage in our recruitment process and/ or interview. This is required to ensure that any individual who we choose to appoint into our schools is appropriate to work with children and young people. These searches will include information that is publicly available online and will not involve searches that are covert/overt/done in secret. You will be provided with additional information and further clarity if you are invited to the next stage in our recruitment process and/or invited to attend for interview.

### How to apply

Please read the job description and person specification for the post and the application guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees must be **e-mailed by 9am Friday 8th March 2024** to: [vacancies@svf.org.uk](mailto:vacancies@svf.org.uk). Please quote **Assistant Headteacher** in the subject of the e-mail. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.