

Glossopdale School

JOB DESCRIPTION FOR THE POST OF ASSOCIATE ASSISTANT HEAD TEACHER FOR Alternative Provision

Key dates for applicants

Closing date for applications: Monday 23rd November at 10am

Interviews will take place on Wednesday 2nd December

INFORMATION FOR APPLICANTS DOCUMENT CAN
BE FOUND ON OUR WEBSITE



To **aspire**, **endeavour** and **thrive** together

Glossopdale School

Newshaw Lane • Hadfield, Glossop • SK13 2DA

<https://www.glossopdale.derbyshire.sch.uk/>



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Thank you for your interest in joining Glossopdale School. Our School is a warm and caring community for all of our 1,200 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are seeking to appoint a leader who is passionate about breaking the link between school exclusion and social exclusion and committed to delivering the best in education to the most vulnerable children. To provide high quality alternative provision for students that are at risk of exclusion and/or struggle in mainstream classrooms for a variety of reasons, both within our own school across our Trust.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We have just started our journey to become a research based school with the aim to develop highly effective, evidence-based teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

Everyone also has the ability to get involved with school life beyond their core role – whether that's supporting one of the many extra-curricular activities and clubs, or becoming part of the student support structure we have in place for each year group. There's always some way you can push yourself towards your own goals while inspiring and supporting our students.

We have some of the best facilities in the area having fully re-built our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

Just like our students, we welcome people to join our school from a diverse range of backgrounds. We welcome interest from enthusiastic, dedicated and hardworking individuals who wish to share in our and, more importantly, our students' success.

I am extremely proud to be the Executive Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

If you are interested, please look at our school website www.glossopdale.school where you will find application forms and further information. Alternatively, you can contact Mrs A Beever at the school on 01457-862336, or email abeever@glossopdale.school for application packs.

Glossopdale School is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure.

Debbie McGloin
Executive Headteacher



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JOB DESCRIPTION

POST: Associate Assistant Headteacher Alternative Provision

SCALE: L8-12

EFFECTIVE FROM: Easter 2021

RESPONSIBLE TO: Executive Headteacher

Job Purpose

Working with the Executive Head Teacher, the Trust Leader and as part of the TTLP School Improvement Team, provide strategic leadership of Alternative Provision across all schools within the Trust.

The post-holder will be responsible for ensuring a full range of suitable and challenging learning opportunities are available, consistent with the school's current curriculum offer and the ambitious vision for alternative provision; including full-time education for students who may be at risk of permanent exclusion.

Main areas of responsibility

- To develop and implement an Alternative Provision programme across the Trust to ensure that the learning, wellbeing and safeguarding needs of students with high levels of need and vulnerability are met.
- To be responsible for the strategic leadership and management of Alternative Provision including line management responsibilities, referral procedures, quality of provision and record keeping/reporting.
- To be responsible for the day-to-day management, control and operation of Alternative Provision within the school, across the trust, including effective deployment of staff and physical resources.
- Improve specialist capacity for groups of schools – run internal exclusion provision, including offering more preventative work and traded places in offsite AP to other local schools – quality assure local offsite AP, and offer this service to other local schools on a traded basis.
- Support the delivery of local commissioning in conjunction with schools in the locality, FE Colleges and other schools beyond the County in order to provide high quality alternative provision.
- To be responsible for developing closer, more constructive and collaborative local partnerships with Schools, FE Colleges and other AP providers.
- Working with the inclusion leadership team, improve targeted and preventative support for young people with complex needs; to identify undiagnosed social, emotional and mental health (SEMH); and introduce effective programmes to support wellbeing and self-regulation amongst pupils with SEMH.
- To ensure Alternative Provision programmes provide ambitious, broad and balanced curriculum offers, including where appropriate vocational and academic options, capable of maintaining standards that can also offer a framework for students to be reintegrated back to their mainstream schools or academies.
- To work as part of a team in developing and quality assuring the Quality of Education for vulnerable and disengaged students.
- To play an active part in improving Quality of Education for vulnerable and disengaged students by providing appropriate coaching and professional learning for colleagues to improve capacity



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to meet the needs of these students in formal curriculum lessons, form time and through online learning.

- To be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that students at risk make better progress.
- To be responsible for the safety, wellbeing and achievement of students at the identified Centre(s) by maintaining a discernible presence, providing effective leadership, keeping skills and knowledge up to date and adhering to robust policies, processes and procedures as prescribed by the law or agreed local and national guidance.
- Provide strategic leadership on effective strategies to reduce the number of permanent, fixed term and repeat of exclusions.
- To lead on effective behaviour support for students at risk of permanent exclusion or who are repeatedly receiving fixed term exclusions.
- Working with the inclusion leadership team develop a graduated response plan for behaviour management.
- To ensure that the school has good knowledge and understanding of national, regional and local developments related to at risk students.
- Support the senior leadership team and Governors to be effective in exercising their duties and responsibilities in full, offering them regular advice and support, in addition to the production of coherent and accurate records, plans and other detailed information as required.
- Be fully informed and involved in regional, national and governmental plans by attending meetings, conferences and training with national partners, the DfE, and Ofsted as required and is reasonable.
- Keep abreast of local and national initiatives, guidance and legislation that relates to alternative provision and education as a whole with a view to implementing and developing as necessary.

Appraisal & Continuous Professional Development:

- Ensuring adherence to the Teacher Standards.
- To undertake Appraisal Reviews and to act as reviewer for Teaching Assistants and other relevant staff.
- Keep up to date with recent education developments and to participate in INSET.
- Participate in the school system of coaching.
- Undertaking any reasonable direction from the Headteacher

School Ethos:

For Glossopdale staff in general:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same.
- Actively supporting the school's policies and expectations.
- Adhering to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors.
- Complying with the school's Health and Safety Policy.
- Checking emails on a daily basis to keep up to date with issues communicated within the school.
- Take part in break duty rotas.
- Have regard for and promote the School's Equality Policy.
- Attendance at parents' evenings and other relevant meetings.



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Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note that this document should be read in conjunction with the Conditions of Employment of School Teachers as outlined in the current DfE School Teacher's Pay and Conditions Document.

I confirm that I have read this job description and person specifications.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Date of Issue: October 2020



Person Specification		Associate Assistant Headteacher Alternative Provision	
Selection Criteria		Essential/ Desirable	Assessment
QUALIFICATIONS AND TRAINING			
• Has Qualified Teacher Status		E	AR
• Has a good degree		E	AR
• Has demonstrated further professional development through qualifications or training		E	A
EXPERIENCE			
• Successful Middle Leadership			
• Successful experience of leading a team and line management experience.		E	AI
• Successful experience of teaching and supporting students with a wide range of special needs across the full ability and age range and at examination level (KS4)		D	AIR
• Experience of leading, coordinating and monitoring Alternative Provision within a school or across a Trust		D	AI
• Successful experience of leading and coordinating provision for students that exhibit challenging behaviour		D	AI
• Clear evidence of supporting and facilitating inclusive education within a comprehensive school		E	AIR
Skills, Knowledge and Understanding			
• Understanding of the needs of at risk and vulnerable students or desire to develop this understanding further		E	AIR
• Strategies for social inclusion, personalised learning and differentiated provision		E	AI
• The ability of build effective relationships with students, parents and colleagues		E	AIR
• A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning		E	AIR
• A sound understanding of the processes of school improvement and strategic planning		E	I
• Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records		E	IR
• Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach.		E	AI
• Lead and motivate teams, acting as a 'critical friend'		E	AIR
• Build positive working relationships with colleagues and provide support through coaching/line management		E	AIR
• Excellent organisational skills with the ability to meet deadlines.		E	AIR
• Ability to multi task and deal with numerous challenges simultaneously.		E	AIR
• Plan strategically in order to raise achievement		E	AIR



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<ul style="list-style-type: none"> Highly committed to inclusion, raising aspirations and expectations of vulnerable and disengaged students 	E	AI
Personal Skills		
<ul style="list-style-type: none"> Ability to maintain professional integrity even when under pressure 	E	R
<ul style="list-style-type: none"> Excellent attendance and punctuality 	E	IR
<ul style="list-style-type: none"> Good interpersonal skills and an ability to communicate effectively with a range of audiences 	E	IR
<ul style="list-style-type: none"> Ability to work as an integral part of a team 	E	IR
<ul style="list-style-type: none"> Good listener and can draw on advice from colleagues to improve practice 	E	R
<ul style="list-style-type: none"> Resilience 	E	R
<ul style="list-style-type: none"> Ability and desire to work in a high challenge and low threat way 	E	R
<ul style="list-style-type: none"> Drive and enthusiasm 	E	IR
<ul style="list-style-type: none"> Makes a positive contribution to the wider life and ethos of the school 	D	I
<ul style="list-style-type: none"> Good role model to the students in all aspects of your professional role 	E	AIR
<ul style="list-style-type: none"> Reliable and trustworthy 	E	R
SPECIAL REQUIREMENTS		
<ul style="list-style-type: none"> A commitment to on-going personal development and willingness to undertake appropriate training 	E	AIR
<ul style="list-style-type: none"> Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people 	E	AIR
<ul style="list-style-type: none"> Satisfactory Enhanced Disclosures with the Disclosure and Barring Service 	E	AIR

SAFER RECRUITMENT STATEMENT

Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Key **A - Application**
 I - Interview
 R – Reference