



Assistant Headteacher
(SENCO, Student Support & Transition)

May 2022

Application Pack



"The school's values are evident in the highly positive relationships between staff, students, parents and governors. Students behave well and are keen to learn" OFSTED, 2015

Mary Webb School and Science College Governing Body, May 2022



Mary Webb School & Science College, Pontesbury, Shrewsbury, Shropshire SY5 0TG

Headteacher: Mr P J Lowe-Werrell

TEL: 01743 792100

FAX: 01743 792110

Email: admin@marywebbschool.com

May 2022

Post: Assistant Headteacher (SENCO, Student Support & Transition)

Leadership scale: L8 - L12 (£50,148 - £55,333)

School: Mary Webb School and Science College

Address: Pontesbury
Shrewsbury
SY5 0TG

Telephone: 01743 792100

Fax: 01743 792101

Email: admin@marywebbschool.com

The Governing Body of Mary Webb School and Science College invites applications for the above post from candidates who meet the criteria outlined on the following pages:

Information is also given with this pack about:

- the school
- the post

Further information is available by contacting:

- Mr P J Lowe-Werrell, Headteacher, Mary Webb School and Science College
- Telephone number: 01743 762100

Visits to the school are strongly encouraged, and can be arranged by contacting Mrs N Murray, PA to Headteacher and SLT. Telephone 01743 792100, or email to nmurray@marywebbschool.com



Mary Webb School & Science College, Pontesbury, Shrewsbury, Shropshire SY5 0TG

Headteacher: Mr P J Lowe-Werrell

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May 2022

Dear Applicant,

We are very pleased that you are considering applying for the role of Assistant Headteacher (SENCO, Student Support and Transition) at Mary Webb School and Science College. We are seeking to increase capacity in our Senior Leadership Team, due to the promotion of a long serving colleague, increasing student numbers and a desire to further enhance the high quality support we provide for students and staff.

Mary Webb School and Science College has many strengths: our well-qualified, committed staff supporting our Science, Technology Engineering, Art and Mathematics (STEAM) agenda; our friendly, well-behaved and cooperative students; our excellent facilities and our very strong links to the community, including our feeder primary schools. We also have a unit from a leading special school on site with whom we work very closely.

We are seeking a dynamic, courageous and compassionate leader, with a track record of dedicated service to those they lead, who will uphold our ethos of “working together to ensure success for all”. The successful candidate will display the following qualities and characteristics. They will:

- have a clear understanding of how to ensure students are provided with appropriate levels of support and challenge, in order to develop their independence and resilience
- have the ability to monitor practice, apply accountability and contribute to team thinking
- have demonstrated an ability to lead a team of professional colleagues as a middle or senior leader
- be capable of self-reflection to continually develop leadership
- display initiative and the ability to self-motivate
- display genuine interpersonal skills to motivate, inspire and lead others
- use data to question performance and set challenging targets
- be committed to the academic and personal development of students as individuals

The successful candidate will find an experienced, supportive and very able Senior Leadership Team and will have the wholehearted encouragement, engagement and involvement of a strong and enthusiastic Local Governing Body.

Whilst we believe that our website will give you a feel for life at Mary Webb School and Science College, we encourage you to visit the school, if at all possible, to learn more about us.

If you think that Mary Webb School and Science College is the right school for you please complete the application form, and submit it along with a personal statement explaining why you are a strong candidate

for this leadership role at Mary Webb School and Science College. Your supporting statement should be a maximum of 2 sides of A4, 10pt. submitted as a separate word document or PDF. This also applies to online applications.

The closing date for receipt of applications is 4pm on Wednesday 18th May 2022.

Thank you for your interest in what is sure to be a very rewarding role; we look forward to receiving your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Peter Lowe-Werrell', with a stylized, cursive script.

Peter Lowe-Werrell
Headteacher

A handwritten signature in black ink, appearing to read 'R. Douglas', with a cursive script.

Robert Douglas
Chair of Governors



**Job Description for the post of
Assistant Headteacher SENCO, Student Support & Transition,
Mary Webb School and Science College**

Job Purpose

- Be responsible for the effective day to day running of the school
- Provide leadership and management of teaching and learning across the school which enables every student to benefit from a high quality education and promotes the highest possible standards of achievement
- Provide an outstanding model of classroom practice
- To make strategic evaluations of teaching and learning matters
- To ensure effective education for all students
- To strategically lead on the school's SEND, LAC and PP provision and champion these students
- To lead on all aspects relating to KS2 to KS3 transition
- To contribute to the school's literacy strategy by taking a leading role in its development and delivery
- To promote exemplary behaviour and professional people management
- To work within the framework of national legislation, school and Trust policies and guidelines
- To develop and maintain high morale and confidence amongst staff, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Headteacher, CEO, Local Governing Body and Trustees

Statutory Responsibilities

A person appointed as Assistant Headteacher is subject to the provision in the School Teachers' Pay and Condition Document (STPCD):

A person appointed as Assistant Headteacher in school, must also play a major role in:

- a) Formulating the aim and objectives of the school;
- b) Establishing the policies through which they are to be achieved;
- c) Managing staff and resources to that end;
- d) Monitoring progress towards their achievement;

and undertake any professional duties reasonably delegated by Headteacher.

Key Accountabilities

1. Vision for the School:

Working with the Headteacher and Local Governing Body to:

- ensure the strategic development is in line with the school's vision and values
- motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals

2. Teaching and Learning:

- ensure every individual child has access to high quality teaching and learning
- play an active role in planning, evaluating and reflecting on school self-evaluation
- ensure a consistent and continuous approach to students' achievement in terms of monitoring, evaluating, benchmarking student attainment and tackling underperformance
- actively support the development of a classroom environment and teaching practise which clearly demonstrates effective classroom organisation in order to bring about high standards of behaviour and discipline
- lead by example as a teacher and as a member of the SLT high standards of student attainment, behaviour and motivation through effective teaching
- share the aims of the school with staff in promoting a high quality of teaching and learning in the classroom
- have an overview of the whole school curriculum, continuing to implement the National Curriculum review
- develop and lead curriculum projects across the school
- contribute to the creation, review and implementation of curriculum policies
- take responsibility for the development and monitoring of curriculum areas or whole school curriculum aspects as agreed with the Headteacher
- take responsibility for the pastoral care of pupils/students, including involvement in when necessary.
- co-ordinate and oversee the organisation of out of school learning activities
- liaise closely with all staff to ensure continuity and progression across the age and ability range
- monitor the standards of behaviour across the designated key stage
- set appropriate expectations for students in relation to standards of students' achievements and the quality of teaching, establishing clear targets for improving and sustaining students' achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines
- planning, teaching, assessing subject areas taught, reporting and taking part in the writing of annual reports to parents
- liaise with and between student, families, staff and outside agencies as appropriate to support learning and personal wellbeing

3. Managing and Leading:

- contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan
- attend SLT meetings as required, and report back to staff when necessary
- establish good relationships, encourage good working practices by supporting and leading teachers
- plan organise and chair team and staff meetings as appropriate
- provide timetables for Key Stage(s) and support staff as well as rotas for duties and use of resources

- liaise with SLT in planning the School Calendar and updating Student Planners, and similar staff and student related organisational aide memoires
- monitor and review related policies, prospectus entries and student records with staff, Headteacher, CEO, Local Governing Body and Trustees.
- in liaison with SENCO, motivate and include support staff in all school initiatives
- liaise with teaching assistants and outside agencies
- liaise with the Governors and Trustees, when appropriate, to facilitate their overview of school management
- be a first point of contact for parents, after their child's class teacher and form tutor
- lead open/parents' evenings, ensuring staff and students are informed and organised
- uphold and promote the school's behaviour policy and uniform regulations
- maintain effective and efficient management and organisation of the accommodation and resources of the school
- contribute to handbooks for staff, supply teachers, student teachers, work experience students, parents and volunteers
- consult as appropriate with staff, students and parents/carers
- lead groups of staff in development activities, delegate appropriately and evaluate outcomes

Working with the Headteacher, CEO, Local Governing Body and Trustees to:

- manage elements of the school in the absence of the Headteacher
- translate the agreed strategic vision into agreed objectives and operational plans
- use the School and Trust structure to maximise and deploy resources and expertise to raise achievement across the School.
- provide a clear direction for the development of the School
- uphold core values of the leadership team and their practical expression
- support on a day to day basis the management and control of the school in carrying out their duties
- oversee all aspects of the school organisation and management, including preparing agendas and chairing meetings to ensure that school policies and practices are being delivered
- establish and implement evidence based improvement plans, ensure policies are in place and that continuous school improvement is promoted
- review, implement, develop and monitor whole school policies which promote the school's ethos, values, mission and vision
- review communication and implementation of school policies and procedures to support excellent student behaviour and positive relationships within school; provide direct assistance to staff in sustaining these
- contribute to the preparation of the SEF, prioritising key action points for the school improvement plan
- support the creation and implementation of the school improvement plan within the national and local context and to take responsibility for appropriately delegated aspects of it
- use a range of data sources to set realistic yet challenging targets for students, analysing outcomes for individuals and groups; using this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan
- demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact on students' outcomes
- manage and organise relevant groupings of students to ensure effective teaching and learning takes place and that students' personal development needs are met
- ensure that parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement

- make the best use of technologies to support the running of the school and the effectiveness of staff and student priorities
- help to ensure the school's human, financial and physical resources are effectively managed
- contribute to the creation of priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money
- manage the security and effective supervision of the school buildings, their contents and the school grounds
- ensure staff are recruited, retained and staff are appropriately deployed
- maximise the contribution of staff to improve the quality of education provided and standards achieved
- create an environment where constructive working relationships are formed between staff and students
- develop positive working relationships with and between all staff and provide and sustain motivation
- implement the school's appraisal policies.

4. Development of Others and Self-development:

- ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for students' spiritual, moral, social and cultural development
- support subject leaders within the context of school policies in relation to working practices and relationships to be fostered with students, including those relating to behaviour, discipline and attitude
- sustain effective, positive relationships with all staff, students, parents and governors and the local community
- manage and develop effective working relationships with Headteacher, Executive Principal, senior managers/leaders in the school
- guide, support and evaluate the work of staff who are line managed by helping them to be at their best
- develop and coach middle leadership skills
- ensure that staff are consistently supported to be at their best by contributing to induction, continuing professional development and appraisal
- to deal promptly and effectively with any poor performance of staff, teams or students
- promote and maintain a culture of high expectations for self and others
- undertake staff induction, professional development and performance review for teams of staff to meet personal and professional targets
- regularly review own practice, set personal targets and take responsibility for own development
- be proactive in participation in school-based in-service training (INSET) and meetings and externally provided CPD opportunities
- support the school's CPD programme, including monitoring and reporting on the impact of CPD across the school, taking a lead role when required
- participate positively in the review of own performance; accept guidance, identify how to contribute personally to raising achievement further, and act upon it
- participate in training as directed by the Headteacher, Executive Principal, Local Governing Body and Trustees.

Working with the Headteacher, CEO, Local Governing Body and Trustees to:

- provide support and training during the induction of NQTs, student teachers and supply teachers, including the provision of INSET

- shape the current and future quality of teaching profession through high quality training and sustained professional development for all staff
- lead the professional development of all staff through example, coaching, peer support and target setting
- ensure the development of, and maintain effective strategies and procedures for staff induction, professional development and performance review
- identify emerging talents, coaching current and inspiring leaders in a climate where excellence is the standard, leading to clear succession planning

5. Strengthening the School and Community:

- create and promote positive changes for challenging prejudice
- ensure a range of community-based learning experiences
- collaborate with other agencies to secure student and community needs are met
- use the school and trust to promote extended service and work with other partners
- develop links with other schools, educational institutions and the wider community, including business and industry, to enhance teaching and learning and students' personal development
- develop links with other Governors, LAs and neighbouring schools
- maintain strong partnership with parents to support and improve students' achievement and personal development
- develop close working relationships with partner schools and other educational partnership

6. Securing Accountability:

Working with the Headteacher, CEO and Business Manager to:

- ensure that statutory responsibilities are met; put systems and policies into action, monitor effectiveness and contribute to reports, especially in relation to external requirements such as for Ofsted
- develop procedures for self-evaluation, identify improvements, celebrate success, challenge underperformance and take responsibility for outcomes
- ensure staff accountabilities are defined recorded and understood
- ensure that all school policies, systems, organisation and processes including health & safety responsibilities, are well considered, meet legal and statutory requirements, secure best practice are fit for purpose
- enable the Local Governing Body and Trustees to meet their statutory responsibilities

7. Safeguarding:

- take responsibility for understanding and following school safeguarding policies and procedures
- take responsibility for keeping up to date about national safeguarding requirements

8. Data Protection

Working with the Headteacher, CEO and Business Manager to:

- ensure compliance of the data protection legislation including the General Data Protection Regulations (GDPR) by ensuring policy and procedure is in place and this is enforced.

9. Other duties

Specific responsibilities

- Provide a clear vision and strategic overview for the areas of delegated responsibility
- A teaching commitment
- Performance Management of staff
- Line manage a group of subjects or specified subject/s
- Share in supporting staff during non-contact time and supervise at breaks and lunchtimes as appropriate
- Contribute to school self-evaluation, including responsibility for relevant sections of the school SEF
- Work with relevant committees of the school's governing body.
- Lead the review and writing of school policies relevant to the areas of responsibility
- Manage delegated budgets
- Champion SEND, LAC and PP students across the school
- Lead on the school's PP strategy
- Lead on organisation and delivery of parental engagement events
- Literacy
- Contribute to the leadership and management of aspects of curriculum innovation
- Advise governors and leadership groups with regard to all matters relating to SEND, LAC and PP
- Provide strategic leadership for the Personalised Learning Centre
- To strategically lead and manage the process for KS2 to KS3 transition, collaborating with relevant members of SLT
- To carry out any other reasonable tasks related to the post level as directed by the Headteacher

10. Review and Signatures

This job description is subject to review by the Headteacher/CEO, in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Job description and Personal specification agreed by:

Post holder:

Signed: **Date:**

Headteacher:

Signed: **Date:**



**Person specification
for
Assistant Headteacher (SENCO & Student Support)
at
Mary Webb School and Science College**

The successful candidate will display the following qualities and characteristics. They will:

- have a clear understanding of how to ensure students are provided with appropriate levels of support and challenge, in order to develop their independence and resilience
- have the ability to monitor practice, apply accountability and contribute to team thinking
- have demonstrated an ability to lead a team of professional colleagues as a middle or senior leader
- be capable of self-reflection to continually develop leadership
- display initiative and the ability to self-motivate
- display genuine interpersonal skills to motivate, inspire and lead others
- use data to question performance and set challenging targets
- be committed to the academic and personal development of students as individuals.

Further requirements of the position are detailed below:

Qualifications	Essential	Desirable	Source: A - application I - interview R - references P - presentation
Degree	Y		A
Teaching qualification	Y		A
Higher qualification in education and / or management		Y	A
Participation in an accredited school leadership programme		Y	A
SENCO qualification	Y		A
Experience	Essential	Desirable	
Experience in at least two secondary schools		Y	A
Experience of leadership across a secondary school	Y		A,I

Experience of working in a primary school setting or with Year 5 and Year 6 students		Y	A,I
Proven track record of raising educational standards in a secondary school	Y		A,I,R,P
Experience of whole school curriculum planning, development and implementation in a secondary school	Y		A,I,R,P
Experience of developing, implementing and managing effective whole school systems for monitoring students' progress and understanding their impact on teacher workload		Y	A,I,R,P
Curriculum and pastoral experience at a senior level within a secondary school	Y		A,I
Experience of leading in a secondary school where significant improvement has been achieved		Y	A,I,R
Shaping the future	Essential	Desirable	
Capacity to recognise and build on the recent improvements of the school and contribute to the vision for innovation and further improvement	Y		I,P
Comprehensive knowledge of current future educational developments including collaborative partnerships between schools	Y		I,P
Experience of successfully leading change and inspiring others in a secondary school	Y		A,I
Experience of leading and implementing continuing improvement in a secondary school	Y		A,I
Leading in a secondary school which has achieved improved Ofsted judgements		Y	A,I
Leading Teaching and Learning	Essential	Desirable	
Student-centred educational philosophy	Y		A,I,P
Ability to lead by example and inspire high quality teaching and learning	Y		A,I,P
Ability to inspire, demonstrate and support the highest of expectations for all students	Y		A,I,P
Commitment to "working together to ensure success for all", and making a positive difference for every student	Y		A,I,P
Ability to recognise outstanding classroom practice	Y		I,P

Ability to model and demonstrate outstanding classroom practice	Y		I
Developing self and working with others	Essential	Desirable	
Ability to set appropriate and challenging targets	Y		A,I,P
Able to make decisions and delegate appropriately	Y		A,I,P
Commitment to the encouragement, empowerment and training of staff	Y		A,I,P
Commitment to own self development	Y		A,I
Commitment to working collaboratively with other schools and stakeholders	Y		I,P
Commitment to collaborative working with the Trustees	Y		I
Awareness of the importance of work-life balance for all staff	Y		I,P
Managing the organisation	Essential	Desirable	
Capacity to build and manage high performance teams	Y		A,I,P
Ability to use strong and effective management systems underpinned by clear communication	Y		A
Ability to produce and implement appropriate improvement plans and policies	Y		A,I,P
The ability to access, analyse and interpret a range of data	Y		I
Commitment to developing strong links and partnerships with trustees, staff, parents, students, the wider community and other schools	Y		I,P
Experience and understanding of financial management and curriculum based budgeting		Y	A,I
Securing accountability	Essential	Desirable	
Ability to delegate responsibility with accountability	Y		A,I
Capacity to sustain the ongoing improvement of results	Y		A,I,P
Evidence of using performance management processes to secure improved outcomes for students and staff	Y		A,I

Evidence of effective working with governing bodies and / or trustees		Y	A,I
Experience of demonstrating robust evidence of sustainable progress and improvement	Y		A,I
Strengthening community	Essential	Desirable	
Proactive approach to ensuring excellent communication with parents and carers	Y		A,I
Ability to promote and develop outstanding links with the community	Y		A,I
Evidence of developing positive links with partner primary schools and local secondary schools		Y	A,I
Experience of working with outside agencies to secure improved outcomes for students	Y		A,I
Experience of business links		Y	A,I
Personal qualities and attributes	Essential	Desirable	
Passionate about education with a clear commitment to quality	Y		A,I,P
A commitment to inclusion and achievements for all	Y		A,I,P
The ability to identify and establish the principles of an outstanding / exceptional school	Y		A,I,P
A highly effective communicator	Y		A,I,P
Firm and fair management style with interpersonal awareness and concern for impact	Y		A,I
Can lead from the front, and lead by example, with high professional standards	Y		A,I
Dynamic and motivational	Y		I,P
Has a sense of humour, a calm manner and retains an optimistic approach	Y		A,I,P
Safeguarding	Essential	Desirable	
Commitment to safeguarding and promoting the welfare of children and young people	Y		A,I,R,P
Excellent understanding of statutory safeguarding requirements	Y		A,I,R,P



REMUNERATION, TERMS & CONDITIONS AND APPLICATION PROCESS

The post is subject to:

- the terms and conditions for teachers as set out annually in the School Teachers' Pay and Conditions Document and any orders made under it;
- the other terms and conditions set out in the various national collective agreements in force from time to time;
- the TrustEd CSAT Alliance's Rules and Conditions including any local agreement entered into with recognised trade unions;
- statutory regulations regarding the governance and management of schools as prescribed in the Schools Standards and Framework Act;
- the conditions set out in the Job Description and in the letter of appointment.

Salary and Pension:

The salary for this post is negotiable in the range of Assistant Headteacher Student Support (L8 to L12) - £50,148 to £55,333 per annum. The governing body will determine the starting salary for the successful candidate when confirming the offer of employment.

There are three options to consider for pension arrangements:

- Teachers' Pension Scheme under the provisions of the Teachers' Pensions Regulations;
- Private Pension Scheme;
- State Earnings Related Pension Scheme.

Details about the Teachers' Pension Scheme may be obtained from Teachers' Pensions at www.teacherspensions.co.uk

Unless notification to the contrary is given it will be assumed that as a full-time employee the successful candidate will contribute to the Teachers' Pension Scheme.

Mary Webb School and Science College is an Equal Opportunities Employer. Applications are welcome from suitably qualified candidates regardless of faith, race, colour, nationality, ethnic or national origin, age, marital status, sex, sexual orientation or disability.

Applications

Please return your completed application form and statement either a) by email to nmurray@marywebbschool.com or b) return it by post to Mrs N Murray, Mary Webb School and Science College, Pontesbury, Shrewsbury, Shropshire, SY5 0TG.

You should complete the application form and additionally submit your supporting statement (max. 2 sides of A4, 10pt) as a separate word document or PDF, indicating why you are a strong candidate for this post.

Completed applications should be received by **4pm, Wednesday 18th May 2022**. Please note:

- your application must be specific to this post, generalised applications are unlikely to be successful;
- your supporting statement should not exceed 2 sides of A4 (10pt).
- do not include testimonials or curriculum vitae;
- two referees should be given, one of which should be the applicant's current Headteacher.
- the closing date is **Wednesday 18th May 2022 (4pm)**;
- interviews are planned for **week commencing Monday 23rd May 2022**;

If you decide to apply, please note the schedule of dates above.

- All applicants will be contacted as to whether they have been successful and feedback will be offered.
- The school will carry out appropriate checks where an applicant is seeking appointment for the first time within the school. Any offer of appointment will be subject to formal confirmation after checks have been carried out. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post.
- Candidates called for interview should bring with them original documents or properly certified copies of all qualifications and a form of identification e.g. driver's licence or passport.

FURTHER INFORMATION FOR APPLICANTS

- any canvassing in respect of this selection process will disqualify the applicant;
- the TrustEd CSAT Alliance requires all applicants to give statements about, and permission for the Trust to conduct a check on, any criminal convictions as described in the application form. Failure to give such permission will mean that the application will not be considered;
- the TrustEd CSAT Alliance will carry out appropriate checks where an applicant is seeking appointment for the first time within the county. Any offer of appointment will be subject to formal confirmation after checks have been carried out. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post;
- candidates called for interview should bring with them original documents or properly certified copies of all qualifications and a form of identification e.g. driver's licence or passport;
- expenses on the TrustEd CSAT Alliance scale will be allowed to candidates attending for interview;
- candidates will be responsible for arranging any accommodation requirements themselves. Any shortlisted candidate who withdraws from the process will not be reimbursed with travel or other expenses;
- post interview feedback is offered to candidates who are interviewed and who wish to take up the opportunity, focusing on issues of professional development highlighted by the interview.