



JOB APPLICATION PACK

Head of Community

northfleet
technology
college
going beyond...

● Curious ● Creative ● Caring



Ofsted
Good School

2022

WELCOME

to

Northfleet Technology College

Thank you for your enquiry about joining Northfleet Technology College, I am delighted to provide an application pack for this post. I hope, the information provided will help you in taking your application forward. If you have any questions or require any further information, do not hesitate to contact us.

Northfleet Technology College (NTC) is a truly unique school. Our collaborative and collegiate approach to teaching and learning lends itself to a real sense of camaraderie between students and staff. NTC's vision of 'going beyond' is at the heart of everything we do, our expectations are exceedingly high - mediocre is not accepted. With outstanding facilities, hugely talented staff and students, NTC is a popular choice in the community we serve.

Our state of the art, purpose-built school was designed to deliver an innovative educational experience. The mix of large learning zones, open spaces and traditional classrooms encourages collaborative working, teamwork and oracy development. As a technology college, we benefit from excellent ICT resources and technology related equipment with all students have access to their own school laptop. In addition, we have a Drama studio, Music suite with recording studio, fully-equipped DT space, first-class sports hall, climbing wall, multiple sports pitches, MUGA, dedicated Sixth Form area and nature reserve!

We are incredibly proud of our school and our caring nature; great importance is placed on the personal wellbeing of our staff and students. We seek to appoint like-minded professionals who share our commitment to making a positive difference to the lives of the young people under our care and guidance. Working at NTC is demanding and everyone works hard; including new colleagues. Your hard work will be appreciated, you will be provided with excellent support, continuous professional development and all resources required for your role. We are an ambitious, forward-thinking school with an exciting future.

If you do decide to apply for this role, I appreciate your investment in time and effort. Whatever the outcome, I wish you every success in the future.

Yours sincerely



Steve Gallears
Headteacher

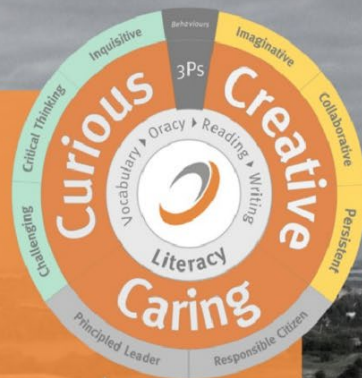
Our Vision

Going beyond with our learning to make a difference

NTC strives to reach the highest standard to foster aspirational learners who understand the value of education in creating a better future, by providing high quality teaching and learning experiences for all.

NTC will:

- Inspire and engage learners who are curious, creative and aspire to achieve.
- Develop respectful and responsible people who make a positive contribution to the community and wider society.
- Nurture confident young people whose resilience enables them to live safe, happy, healthy and fulfilling lives.
- Provide a vibrant, inclusive, supportive and secure environment with open-minded young people who celebrate diversity.
- Promote opportunities that support students in deciding and fulfilling their future aspirations.
- Provide opportunities for young people to develop individual interest and talents for lifelong learning.



ETHOS

at

Northfleet Technology College

We will develop students who are:

- | | |
|-----------------|--|
| Curious | to learn, use and share knowledge through being inquisitive, thinking critically and challenging. |
| Creative | in applying learning through being imaginative, collaborative and persistent. |
| Caring | for themselves, others and the world around through being a principled leader and taking responsibility. |

Boys are actively encouraged to be 'curious, creative and caring.' Clear routines and systems contribute significantly to pupils' good behaviour and ensure they are 'prepared, polite and productive.'

Ofsted, 2022



Head of Community

We are looking to further strengthen our Middle Leadership Team by recruiting a talented leader who will drive forward our culture of high expectations. There will be a teaching commitment to this, but the subject specialism is not relevant to the application process.

The successful candidate will take a lead role in promoting the highest possible standards of student progress, personal development, and behaviour within the school's Community structure. The postholder will be a key figure in ensuring a strong pastoral culture, fostering positive relationships, and driving inclusive and aspirational outcomes for all students. This Head of Community position is not area specific and applications are welcome from candidates with the following specialisms:

- Any subject specialism is welcome. However, creative and entrepreneurial subjects are desirable.
- Experience and knowledge of attendance and behaviour for learning (culture and aspirations).
- Inclusive Pastoral Leadership and Line Management.
- Building a community structure which encompasses positive relationships with all stakeholders.

The successful applicant will need to:

- Lead on regular reviews of both academic and pastoral data.
- Champion and uphold the ethos of the School Community and vertical tutoring system.
- Lead the delivery of PSHE, SRE, Careers, Enterprise, Work Related Learning.
- Foster and maintain strong relationships with all stakeholders.
- Monitor careers access, guidance and education.
- Provide support for securing appropriate post-16 and post-18 pathways.
- Lead high quality learning and student experiences.
- Lead staff and Community Operations.
- Quality assure and monitor Community activity and manage the collection and collation of data.

We offer an incentive package which includes:

- A comprehensive induction programme for new staff to the school.
- Ongoing investment into your career development through appropriate CPD.
- Full use of an employee wellbeing programme where a positive work/life balance is encouraged.
- On-site parking.
- Flexible working pattern.
- Support from the Northfleet Co-Operative Trust and Gravesham Learning Partnership.

We are committed to providing an aspirational, challenging and supporting environment where each student is expected to aim for the highest standard in all aspects of school life and beyond. We work in partnership with students, parents and carers to improve outcomes, but we are equally passionate about the personal and social development of students outside of the classroom and encourage students to take part in a range of extra-curricular programmes and opportunities to develop as lifelong learners.

THE INTERVIEW PROCESS

Head of Community

Northfleet Technology College

The best way to get a feel for our school is to visit and have a guided tour of the site.

The deadline for applications will be 10 am on Wednesday 21 May 2025.

- Email your completed application to office@ntc.kent.sch.uk and mark for the attention of E Stuart or post your application to her attention and ensure it arrives before the deadline.
- In your personal statement (no more than 2 sides of A4), give your reasons for applying for this post and say why you believe you are suitable for the position.
- Read the job description and person specification, describe any skills and experience you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post.
- Our Governors are keen to ensure our staff model and uphold the vision and ethos of our school. Explain how you will achieve this.

The selection panel will shortlist from the applications received, candidates will be informed soon after. The School reserves the right to interview before the application deadline.

Please note: C.V.s will not be accepted, you must complete the NTC application form.

Interviews will take place during the week commencing Monday 26 May 2025.

Each task will be scored, those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome. We welcome future applications from you.

Interviews are a two-way process, please ask as many questions as you can and make sure you feel our school is a good fit for you.

To arrange a tour of the site or to ask any further questions, please contact office@ntc.kent.sch.uk.

'Leaders have exceedingly high expectations. They know their staff and pupils well. They are ambitious and supportive of all.'

Ofsted, 2022

THE JOB DESCRIPTION

Job Description – Head of Community

Post Title:	Head of Community (HoC)
Purpose:	To take a lead role in promoting the highest possible standards of student progress, personal development, & behaviour within the school's Community structure. The postholder will be a key figure in ensuring a strong pastoral culture, fostering positive relationships, & driving inclusive & aspirational outcomes for all students.
Success Criteria:	<ul style="list-style-type: none"> • 90%+ of students within the Community are on or above expected progress levels (based on internal tracking data). • 10% reduction year-on-year in recorded behaviour incidents & internal/external exclusions within the Community. • Whole Community attendance consistently above 95%, with persistent absence (below 90%) below 10%. • Behaviour for Learning score improves term-on-term across Community. • Termly feedback from students indicates 80%+ satisfaction/engagement with Learning Conversations & Community Hour. • 100% of Year 11 students secure a suitable post-16 destination • NEET figures remain below 2% annually
Reporting to:	Deputy Headteacher of Inclusion & Senior Head of Community
Responsible for:	Learning coaches
Liaising with:	Heads of Faculty Other HoC Community Pastoral Support SENCO Careers advisor Person responsible for PPG Student Welfare Team
Working time:	Teacher Directed time, ensuring correct work/life balance
Salary/Grade:	TLR 1a
Main (Core) Duties	
Operational / Strategic Planning	<p>Progress & Behaviour Monitoring Lead on the regular review of both academic & pastoral data (pastoral weekly, academic in line with the school calendar) to identify trends, implement interventions, & ensure high standards of student performance & conduct.</p> <p>Community Culture & Ethos Champion & uphold the ethos of the school Community & vertical tutoring system to build a cohesive, respectful, & supportive environment. Lead the delivery of high-quality PSHE (Personal, Social, Health & Economic education) SRE (Sex & Relationships Education), Careers, Enterprise, Work Related Learning through vertical grouping & community structures.</p> <p>Stakeholder Engagement Foster & maintain strong relationships between students, parents, staff, & external partners to ensure a united & consistent approach to student wellbeing & achievement.</p> <p>Interventions & Support Design & implement timely & effective interventions for students requiring additional support, & track progress to ensure impact & success against set targets.</p>

	<p>Careers & Destinations Guidance</p> <p>Ensure all students have access to up-to-date, high-quality careers education & guidance, supporting them in securing appropriate post-16 & post-18 pathways.</p>
Leading High-Quality Learning & Student Experience	<ul style="list-style-type: none"> • Plan & deliver high-quality vertical learning experiences, including year & community assemblies, activity days, & enrichment programmes that respond to local & national agendas. • Ensure all students access a broad, balanced curriculum, including extracurricular activities & bespoke interventions. • Play a lead role in promoting & maintaining an environment of high achievement, good behaviour, & effective learning. • Identify & disseminate examples of best practice across the school. • Liaise with appropriate staff to ensure students are placed in the most suitable learning groups. • Manage & disseminate data related to student progress & attainment. • Identify key groups of students & implement personalised learning & targeted interventions as required.
Leadership of Staff & Community Operations	<ul style="list-style-type: none"> • Lead, support & manage a team of Learning Coaches & associated community staff. • Coordinate the work of Learning Coaches & pastoral support provision. • Deploy support staff & sixth form volunteers effectively within the community. • Communicate the vision, expectations, & corporate identity of the community clearly to all colleagues. • Design & contribute to professional development programmes, addressing community-specific needs. • Set performance management targets, review staff progress, & report concerns to the Deputy Headteacher (Inclusion). • Audit staff strengths & development needs to inform CPD planning. • Promote teamwork & foster effective working relationships across the community. • Ensure new Learning Coaches are inducted thoroughly. • Build strong links with parents & outside agencies to support student welfare & success.
Quality Assurance & Data Management	<ul style="list-style-type: none"> • Provide termly reports to the Leadership Team to support effective challenge from the Governing Body. • Implement robust quality control systems, including regular monitoring through observations, student voice activities, & work scrutiny. • Manage the collection & collation of data via the MIS, ensuring performance across the community is monitored & reported accurately. • Oversee systems for setting & tracking student targets. • Ensure centralised recording of all community meeting outcomes & action points.
Communication & Parental Engagement	<ul style="list-style-type: none"> • Ensure teaching staff are informed of students' academic & social needs. • Communicate key information to parents regarding events & ways to support their child's learning. • Share student progress with parents regularly & respond promptly to concerns. • Support other leaders in engaging hard-to-reach families. • Work collaboratively with the DSL & SENCO to ensure sensitive information is shared appropriately. • Ensure community-wide awareness of individual student targets. • Coordinate & lead achievement assemblies to celebrate success

External Liaison & Transition	<ul style="list-style-type: none"> • Liaise with external agencies to support student welfare & progress. • Maintain strong communication with the SENCO & Director of Alternative Curriculum to support student needs. • Ensure effective transition programmes with Year 5 & 6 students & feeder primary schools. • Work closely with Sixth Form teams to maintain strong post-16 links & enhance student retention. • Organise & lead the annual rewards ceremony. • Celebrate individual & community achievements via the school website & social media.
Behaviour, Welfare, Intervention, & Student Voice	<ul style="list-style-type: none"> • Monitor student behaviour, punctuality, & attendance, & implement strategies for improvement as needed. • Ensure effective systems are in place for tracking student development & progress. • Support smooth transitions for new students & their families. • Engage with the Student Inclusion Forum (SIF) to address & meet student needs through tailored interventions. • Ensure interventions are regularly reviewed for impact. • Lead reintegration meetings following suspensions & communicate outcomes with staff. • Model & uphold the school's positive behaviour ethos & support staff in using a positive language action approach. • Support staff in managing behaviour issues & coordinating internal exclusions. • Create opportunities for parent & student voice to influence community improvement.
Resource Management & Staff Development	<ul style="list-style-type: none"> • Advise the Deputy Headteacher (Inclusion) on community development expenditure priorities. • Plan, cost, & implement agreed community developments effectively. • Ensure appropriate staff training is undertaken, evaluated, & best practice is cascaded throughout the community.
Teaching	<ul style="list-style-type: none"> • To undertake the appropriate duties of a teacher as outlined in the generic job description.
Legislation Compliant	<ul style="list-style-type: none"> • To be responsible for promoting & safeguarding the welfare of children & young people within the school • Comply with policies & procedures relating to child protection, health, safety & security, confidentiality & data protection, reporting all concerns to an appropriate person.
Other Specific Duties	
<p>Whilst every effort has been made to explain the main duties & responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues & provide a welcoming environment to visitors & telephone callers. This job description is current at the date shown but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary & job title.</p>	

Post Title:	Qualified Teacher
Purpose:	Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.
Reporting to:	Head of Faculty
Key Success Indicators	<ul style="list-style-type: none"> • Regularly meet the <i>Teachers' Standards</i>. • Teaching quality is rated as <i>Secure</i> or better. • Positive progress for all classes across KS3-5 is achieved. • Evidence of a positive impact in developing other staff members in raising attainment, developing resources, or improving T&L.
Responsible for:	Teaching and Learning
Liaising with:	Teaching and non-teaching colleagues
Working time:	Part and Full time
Salary/Grade:	M3 & over
Main (Core) Duties	
Teacher standards Part one – teaching	
Section 1 – Expectations	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for students, rooted in mutual respect and supporting less experienced teachers in team taught lessons. • Promote collective responsibility of high expectations across the school. • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
Section 2 – Student Progress	<ul style="list-style-type: none"> • Be accountable for students' attainment, progress and outcomes. • Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Guide students to reflect on the progress they have made and their emerging needs. • Demonstrate substantial knowledge and understanding of how students learn and how these impacts on teaching, sharing this knowledge with colleagues to ensure students make progress across the Faculty. • Encourage students to take a responsible and conscientious attitude to their own work and study. • Develop an active understanding of the progress of the subject towards targets and your role in achieving those targets through your own classes and supporting others. • Work with other members of the subject team to develop strategies to raise attainment. • Make a positive contribution to the development of other teachers in the Faculty or across the school, including the adaptation of work to suit students' individual needs.
Section 3 – Subject Knowledge	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings. • Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.

	<ul style="list-style-type: none"> • Use subject knowledge to write high quality SoW and resources that can be used by all appropriate teachers. • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
Section 4 – Planning	<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time. • Promote a love of learning and children's intellectual curiosity. • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) • Share planning to ensure a consistent curriculum is delivered across all teaching groups in a year group. • Take an active part in <i>Lesson Delivery</i> sessions so that all team-taught lessons are effectively delivered. • Take an active part in planning Community Hour sessions/days so that the time is used effectively to develop students personal and social skills. • Ensure all lessons follow NTC lesson expectations. • Plan and implement, where appropriate, enrichment activities which support learning and engage students.
Section 5 – Responding to Needs	<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how to best overcome these. • Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support students' education at different stages of development. • Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability, those with English as an additional language, those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. • Take an active role in the development of Faculty/school policies with regard to students' welfare and learning.
Section 6 – Assessment	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Take an active role in shaping the effectiveness of marking and assessment in the Faculty. • Make use of formative and summative assessment to secure students' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons. • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to feedback. • Ensure all written feedback follows the NTC Assessment, Feedback and Reporting policy.
Section 7 – Student Behaviour	<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around school in accordance with the DWD behaviour policy. • Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

	<ul style="list-style-type: none"> • Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. • Support other teachers with behaviour issues and maintaining a positive learning environment at all times. • Proactively model and maintain behaviour standards and protocols across the school site.
Section 8 – Wider professional Responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. • Organise school visits and external visitors as appropriate to enhance the curriculum and learning experience for students. • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and professional support. • Contribute to the professional development of other staff through coaching mentoring and joint professional development. • Deploy support staff effectively and liaise with LPD on any issues. • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicate effectively with parents with regard to students' achievements and wellbeing. • Attend CPD, meetings, parents' evenings and other-directed time activities as shown in the school calendar.
Teacher standards Part two – Personal and Professional Conduct	
Demonstrate consistent high standards of personal and professional conduct	<ul style="list-style-type: none"> • Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. • Have due regard for the need to safeguard students' wellbeing, in accordance with statutory provisions. • Show tolerance and respect for the rights of others. • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. • Have proper and professional regard for the ethos, policies and practices at NTC and maintain high standards of attendance and punctuality. • Have an understanding of, and always act within, the statutory frameworks which set out professional duties and responsibilities
Legislation Compliant	<ul style="list-style-type: none"> • To be responsible for promoting and safeguarding the welfare of children and young people within the school • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
Role of the Learning Coach	
Ensure a consistent and high-quality approach to pastoral support by modelling regulation of personal behaviours, maintaining standards (e.g. being punctual) and champion every student by supporting them both academically and pastorally.	

Administration:	<ul style="list-style-type: none"> • Take the register timely and accurately. • Deliver all notices, information and letters to students • Discuss absence and complete action plans to support improved attendance (take in absence notes and deliver to the attendance officer). • Check equipment and SIMS/online platforms for homework and comments. • Undertake uniform checks and follow up. • Check achievement and behaviour points weekly and implement appropriate support (phone call, report, parental meeting) • Administer LC reports effectively to ensure students on report are supported to be successful and follow up with the sanctions needed as a result of the report in line with school policy, ensuring at all times parent is kept fully informed • Take parents telephone calls or email enquiries and respond initially and /or refer to the relevant person in the pastoral team, within a reasonable time period as outlined in the communication protocols for students, staff and parents. Referring to your HoC for support as necessary.
Wellbeing	<ul style="list-style-type: none"> • Conduct structured conversations with students based upon the Northfleet Technology College Art of Brilliance, 3 C's and 3 P's, and support the development of their self-regulation via the Zones of Regulation program • Enquire about students' wellbeing, encouraging them and discussing what steps they need to take to 'stay well' and 'study well'. • Raise the importance of good punctuality and attendance. Discuss attendance and punctuality problems, referring to your HoC where necessary for further support. • Use LC time and community time to observe students and notice any perceived changes in students' physical or mental wellbeing. Refer any concerns to the HoC and/or the Designated Safeguarding Lead. • To create a strong community ethos, building the LC group 'team' through all school focused activities. • To be the first point of contact for parents.
Coaching	<ul style="list-style-type: none"> • Get to know every student in the LC group including specific needs such as SEN and HAG and develop positive relationships between members of the LC 'team'. • Refer any major concerns that arise from knowledge of each student's emotional and physical wellbeing to the HoC and pastoral support manager as well as recording on 'My Concern' as per school policy. • Congratulate students on good effort and organisation and discuss problems with homework, negative comments about work in lessons, referring to the HoC where he or she deems it necessary for rewards and/or further intervention.
Other Specific Duties	
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a pleasant working environment for visitors and telephone callers. This job description is current at the date shown but following consultation with your line manager it may be necessary to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>	

Person Specification

Assessment Key:	A = Application Form	I = Interview	RE – Reference	AS - Assessment
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Education & Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good educational background including a good Honours Degree or equivalent.	✓		A
3	PGCE or Equivalent	✓		A
4	NPQSL		✓	A
Experience		Essential	Desirable	Assessment
5	Experience of leading a subject, curriculum area or year group(s)	✓		A/I/AS
6	Evidence of successful teaching at examination level	✓		A/I
7	Evidence of raising student achievement	✓		A/I
8	Leading Teaching & Learning in a subject area or year group	✓		A/I
9	Experience of working with effective strategies to include, and meet the needs of disadvantaged, EAL and SEN students	✓		A/I
10	Experience of leading a team	✓		A/I
11	Experience of managing students in large numbers as well as on a single basis	✓		A/I
12	Experience in more than one school		✓	A/I
13	Experience of working with a high proportion of less able students in a school setting		✓	A/I
Knowledge & Skills		Essential	Desirable	Assessment
15	Ability to communicate and gain support for a vision of excellence	✓		I/AS
16	Ability to hold others to account	✓		A/I
17	To have a strong and visible presence impacting on the behaviour and attitudes of staff and students	✓		I/AS
18	Be able to model excellence in SEND/EAL support and leadership	✓		A/I/AS
19	Ability to contribute to the strategic development of the school	✓		A/I/AS
20	Be committed to collective responsibility	✓		A/I
21	Ability to manage whole school developments.	✓		A/I
22	Be highly organised	✓		A/I
23	Ability to assess and promote students' progress in a variety of ways	✓		A/I
24	Ability to write clear, concise reports	✓		A/AS

25	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/AS
Personal Qualities		Essential	Desirable	Assessment
26	A reflective practitioner who sets high expectations of themselves	✓		I/AS
27	Honest & reliable	✓		RE
28	Excellent interpersonal and communication skills.	✓		I/RE/AS
29	Can work as part of a supportive team	✓		RE
30	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/RE/AS
31	Professional approach when dealing with all issues, students and staff.	✓		I/RE/AS
32	Commitment to continual improvement and challenging norms.	✓		A/I/RE/AS
33	Think creatively and collegially to solve problems and identify opportunities.	✓		I/AS
34	Clear, fully inclusive, educational philosophy.	✓		A/I
35	Positive and enthusiastic approach towards work.	✓		I/AS
36	Willingness to undergo further training and development both in and out of the school day if necessary.	✓		I
37	Can seek support and advice when needed	✓		I/AS/RE
38	Ability to motivate colleagues by example	✓		I
39	Can demonstrate commitment to the wider life of the school	✓		I
40	Willing to be fully adaptable in light of the changing needs of the school	✓		I
41	Ability to work to deadline, prioritising ever changing workload	✓		I
School Policies		Essential	Desirable	Assessment
42	Support the School's policies on safeguarding and child protection	✓		A/I
43	Commitment to Equal Opportunities; the ability to support and develop the School's Equal Opportunities policies.	✓		A/I
Other		Essential	Desirable	Assessment
44	Flexibility of working hours	✓		A/I

Head of Community

Required for September 2025. Salary Grade M3-UPS3 dependent on experience: £35,674 - £49,084 plus TLR 1a 14,157.

Northfleet Technology College is looking for an ambitious and passionate educator to join their Leadership Team as a **Head of Community** this September. This is a vital leadership position within our school and we are looking for an exceptional individual who can make a positive impact on our student's personal development, progress and behaviour. The postholder will be integral in fostering a strong, inclusive and aspirational culture across our school's Community structure.

The successful candidate will have:

- A deep understanding of student development, with a focus on inclusive practices, behaviour management and academic achievement.
- The ability to inspire, motivate and engage both students and staff in achieving aspirational outcomes.
- Excellent interpersonal and communication skills with the ability to build positive relationships.
- Strong organisational and time management skills with the ability to manage competing priorities effectively.
- The ability to analyse data and use it to inform decision making and strategic planning.

Reasons to work for Northfleet Technology College:

- An innovative and forward-thinking school always seeking new ideas.
- A reflective and supportive leadership team determined to make a difference.
- Competitive salary with an emphasis on a work life balance
- Commitment to the professional development of leadership at all levels
- Access to a professional coach to support your individual development.

On joining Northfleet Technology College, you will become part of the Northfleet Cooperative Schools Trust where you will have a variety of development opportunities by working across different educational phases.

Appointment will be subject to satisfactory recruitment & vetting checks including 2 references. Our school and all its personnel are strongly committed to safeguarding and promoting the welfare of the children. The post is subject to an Enhanced Disclosure application to the Disclosure & Barring Service.

All positions that involve working with children in regulated activity are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered 'spent' except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules.

Candidates applying for a vacancy will be asked to complete a Self-Disclosure form on which they will be asked to disclose any relevant convictions, court orders, reprimands, warnings, or other matters which may affect an applicant's suitability to work with children.

To apply for this position, please complete and submit the NTC Application Form, CVs will not be accepted. The School reserves the right to interview before the application deadline.

Appointment will be subject to satisfactory recruitment & vetting checks including 2 references. Our school and all its personnel are strongly committed to safeguarding and promoting the welfare of the children. The post is subject to safeguarding checks including an Enhanced Disclosure application to the Disclosure & Barring Service and in accordance with the requirements of Keeping Children Safe in Education (2022), NTC will undertake an online search via engines and social media platforms of publicly available information concerning all short-listed candidates.