



The
Sittingbourne School

**HEAD OF SCHOOL
INFORMATION**



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The Sittingbourne School

The Sittingbourne School is a large, non-selective school situated in a semi-rural area of Sittingbourne. We are fortunate to own an extensive site that boasts wonderful sporting facilities, open green spaces and significant investment in new buildings.

We offer our pupils a broad and stimulating curriculum with a sharp focus on literacy and high expectations for all. We are proud of the positive learning culture that exists within the school and we set the bar high on expectations for behaviour and student engagement. We have extensive pastoral systems to support student engagement and wellbeing, and relationships between staff and students are open, friendly and cooperative.

Our school has been on a fabulous journey of continuous development since joining Swale Academies Trust over eight years ago. Ofsted has judged our school Good in the last two inspections, and we continue to move from strength to strength. Over the years, the school's popularity has grown considerably, with 2020 seeing us oversubscribed in all years and our large and thriving Sixth Form more popular than ever. Outcomes for the school show a continuing trend of improvement, highlighting the effectiveness of strategies implemented over time.

In 2019, the school underwent a holistic branding exercise to reaffirm our culture and core values. Consequently, the school has a clear, and embedded, vision that staff follow and fully believe in. Our ethos is community-centred, empowering and fully inclusive. Everything we do here at The Sittingbourne School is focused on ensuring that children of all abilities, backgrounds and beliefs feel valued and are given the guidance and support they need to flourish.

Leadership across the school is a key strength. The school benefits from a large and highly experienced leadership team - and the support of an Executive Headteacher who knows the school and staff well. There are four exceptional deputy headteachers, as well as a vibrant and effective team of assistant headteachers and middle leaders. The school also profits from the collaborative support of Swale Academies Trust, whereby close working networks continue to drive improvements to teaching and learning as well as school management. The work culture is friendly, professional and supportive, with recruitment and retention another real strength of the school.

Students and staff feel proud to belong to The Sittingbourne School.



Head of School



Salary Range: SAT L29 – L 35 (£83,970- £97,272)

Full time, Permanent

Required for April 2021 or as soon as possible

We are proud of the inclusive nature of The Sittingbourne School, where children of all abilities, backgrounds and beliefs feel valued and are given the guidance and support they need to flourish. We work relentlessly to ensure that students make exceptional levels of progress.

Following the retirement of our Headteacher, we are seeking to appoint a Head of School who is experienced, dynamic and has excellent leadership skills. The role will be both challenging and rewarding in equal measure. We are looking for a successful and passionate leader to take up this fantastic opportunity.

This is an exciting opportunity for a candidate who will be ambitious and ready to work with the Executive Headteacher, Trust Directors and our whole school community to continue the progress we have made. You will have access to the Swale Academies Trust's network of schools that is focused on school improvement and continuous learning for both our students and our staff.

Interested applicants are welcome to contact Nicki Hodges, Executive Headteacher, for an informal discussion regarding the post by telephone: 07872 944474 or email: nicki.hodges@swale.at

We strongly recommend all interested candidates visit the school. Visits can be arranged at any time by contacting Emma Rannard, Headteacher's P.A, by telephone (01795472449) or by e-mail on emma.rannard@swale.at.

Applications should be made via [Kent Teach](#). Please note, we cannot accept CVs. If you experience any difficulty in completing the application form, please contact recruitment@swale.at or 01795 426091 (option 2)

In accordance with current GDPR compliance we will not keep any details/application forms on file once the position is filled.

Please ensure that within your application you provide the names, addresses and contact details for two referees, one of whom should be your current or most recent employer.

All applications will be acknowledged within 24 hours – should you not receive a confirmation please call Chidi Okwesilieze, Head of HR on 07498 232277.

Closing date: 15th December 2020

Interview date: 12/13 January 2021

Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from ROA and will require an enhanced DBS disclosure.

WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of seventeen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

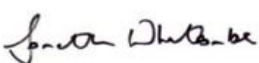
Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared

values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: **Head of School**

Salary: SAT Leadership Spine Points L29 to L35

The job description reflects the National Standards of Excellence for Headteachers (2020). The Standards reflect key core principles, namely that the work of a Head of School should ensure high quality teaching and achievement; be focused on leadership; and reflect the highest possible professional standards.

The Head of School provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets.

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

The Governing Body has the ultimate responsibility for the school and its policies, with the Head of School responsible for implementing and managing these policies.

This appointment is subject to the current conditions of employment of Headteachers contained in the School Teachers' Pay and Conditions Document and other current educational and employment legislation.



JOB DESCRIPTION



CORE PURPOSES OF THE POST

Leadership

- Communicate a clear vision which inspires and motivates pupils, staff and the community.
- Provide professional leadership which sets the direction for the school, and ensure that it is organised and managed to meet its aims and targets.
- Develop positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community, by consulting, listening and responding in an open and collegiate way.
- Be visible around the school and in the local community, leading by example – with integrity, creativity, resilience, and clarity.
- Empower all students and staff to strive for excellence and to understand the fundamental value of education to improve lives.
- Manage workload and that of others to allow an appropriate work/life balance.
- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism, publicly supporting all decisions of the Trust.

Curriculum, teaching and learning

- Create a safe, calm and well-ordered environment for all pupils and staff, one that is focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society.
- Develop a rich and balanced curriculum which meets the needs of all pupils, regardless of age, background or need, and implement an effective assessment framework.
- Ensure that learning is at the centre of strategic planning and resource management.
- Promote a consistent and continuous focus on pupils' achievement, using data and benchmarks to set ambitious targets and monitor progress in every pupil's learning.
- Ensure creative and effective approaches to teaching so that all pupils become engaged in their own learning and can achieve success.
- Ensure that there are effective systems in place to support excellent standards of behaviour and attendance.
- Ensure that all pupils are accurately identified according to the SEND Code of Practice and provided with the appropriate level of support.
- Support the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes, and challenge underperformance at all levels.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between classes.

JOB DESCRIPTION



People management

- Promote an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge through high-quality training and sustained professional development.
- Ensure that all staff have a clear understanding of their roles and responsibilities.
- Ensure effective processes are implemented for staff induction and professional development.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve.
- Identify emerging talent, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Hold all staff to account for their professional conduct, practice and development.
- Challenge inappropriate staff behaviour and deal effectively with staffing issues, including those relating to conduct, competence and attendance.

Systems and Process

- Deliver an organisational structure which enables the management systems, structures and processes to work effectively and legally.
- Ensure the promotion of equality of opportunity and compliance with the Public Sector Equality Duty.
- Work with the Governors in ensuring that the staffing structure is 'fit for its purpose'.
- Recruit and develop staff to make the most effective use of their skills, expertise and experience.
- Implement effective processes for managing staff performance.
- Ensure that statutory requirements for safeguarding and health and safety are met.
- Work with the Governors to establish priorities for expenditure, monitoring the effectiveness of spending and usage of resources to ensure value for money.

JOB DESCRIPTION

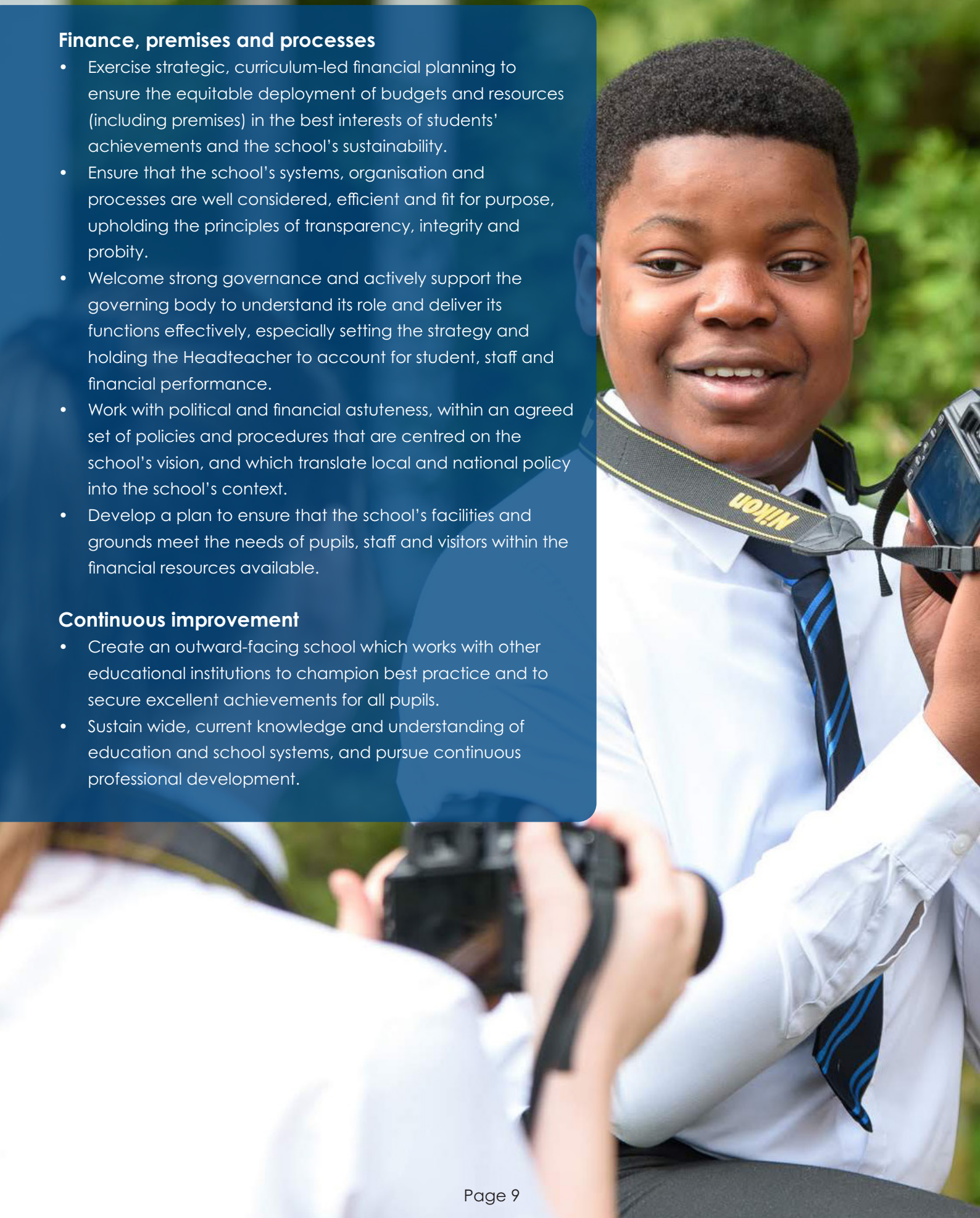


Finance, premises and processes

- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources (including premises) in the best interests of students' achievements and the school's sustainability.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively, especially setting the strategy and holding the Headteacher to account for student, staff and financial performance.
- Work with political and financial astuteness, within an agreed set of policies and procedures that are centred on the school's vision, and which translate local and national policy into the school's context.
- Develop a plan to ensure that the school's facilities and grounds meet the needs of pupils, staff and visitors within the financial resources available.

Continuous improvement

- Create an outward-facing school which works with other educational institutions to champion best practice and to secure excellent achievements for all pupils.
- Sustain wide, current knowledge and understanding of education and school systems, and pursue continuous professional development.



JOB DESCRIPTION



The wider school local community

- Work proactively to promote the reputation of the school positively to the local community, generating a constant stream of newsworthy 'good stories' about the school, its pupils and their achievements.
- Build and sustain positive relationships with parents/carers to increase their involvement in school activities and in the education of their children and to develop a sense of shared responsibility.
- Establish and maintain excellent relationships with parents/carers in the area, marketing the school proactively to ensure that pupil recruitment is competitive so that planned admission numbers are met or exceeded.
- Develop effective relationships with the local business community, (including the press), to win their support, secure additional resources and to encourage them to be positive advocates for the school.

Safeguarding Children

- Accept leadership authority and responsibility for promoting and safeguarding the welfare of pupils and staff in accordance with the current statutory guidance and legislation.

The post-holder will be required to undertake any other duties of an equal nature appropriate to the post as determined by the Trust Principal. Such duties should be discussed with the person concerned who may have his/ her trade union representative present if so desired.



PERSON SPECIFICATION



		CRITERIA	ESSENTIAL/ DESIRABLE	ASSESSMENT METHOD
Qualifications & Training	1	Qualified Teacher Status	E	F
	2	Recognised degree or equivalent	E	F
	3	Recent participation in a range of relevant & significant continuing professional development, including leadership	E	F, I
	4	Further professional qualification e.g. NPQH, if not a current head teacher	D	F
Experience of	5	Successfully leading a school either as a head teacher or acting head teacher/ equivalent	D	F, L, R
	6	Impacting significantly on raising attainment and accelerating progress across school	E	F, L, I
	7	Teaching pupils with a diversity of needs including pupils with learning difficulties and/ or disabilities	E	F
	8	Successful curriculum leadership & innovation	E	L, I
	9	Improvement planning, implementation, monitoring and review	E	L, I
	10	Developing effective partnerships with parents and outside agencies	E	L, I
	11	Improving the quality of teaching at individual practitioner level and whole school	E	L, I
	12	Working in partnership with governors	E	L, I
	13	Budget Management	E	L, I

PERSON SPECIFICATION



		CRITERIA	ESSENTIAL/ DESIRABLE	ASSESSMENT METHOD
Professional Knowledge & Understanding	14	A deep understanding of how secondary aged children learn	E	I
	15	Whole school leadership & management including the role of governors	E	L, I
	16	School self-evaluation including the use of comparative data	E	L, I
	17	Strategies to meet the needs of all pupils through inclusion, diversity and access	E	L, I
	18	Up to date knowledge of national policies, priorities and statutory frameworks including recent changes in curriculum and assessment	E	L, I
	19	Ability to use performance management to promote & sustain school improvement	E	L, I
	20	Strategic role of ICT to support learning, teaching and school management	E	L, I
	21	Strategies to promote high levels of behaviour and attendance	E	L, I
	22	Appreciation of the benefits of effective collaborative working	E	L, I
Personal Qualities	23	Ability to inspire, motivate & challenge staff including through the development of effective teams	E	L, I
	24	Excellent communication skills	E	L, I
	25	Exceptional interpersonal skills	E	I
	26	Personal impact, commitment, enthusiasm, integrity and resilience	E	I
	27	A passion for developing partnerships between the school, governors, parents and the wider community	E	L, I
	28	A commitment to promoting and developing pupils' personal development and well-being	E	L, I
	29	A commitment to enriching children's school experiences inside and outside the classroom	E	L, I
	30	Enjoyment, energy and enthusiasm for working with our children	E	I
	31	Willingness to maintain own learning and professional development	E	L, I
	32	Being an organised, professional, reflective practitioner and creative thinker	E	I

Assessment Methods:

F = Application Form

L = Support statements

I = Interview

R = Reference

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible. Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

HR Team
Swale Academies Trust
Ashdown House
Johnson Road
Sittingbourne
Kent
ME10 1JS

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

OVERVIEW

The Swale Academies Trust based in Kent came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of five secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.

As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Causeway School, Eastbourne
- Peacehaven Community School, Eastbourne
- The Sittingbourne School, Sittingbourne
- The Eastbourne Academy, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building/Estate Management

SWALE ACADEMIES TRUST SAFEGUARDING POSITION

Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swaleacademiestrust.org.uk/about.php?i=19>

