

Information for Applicants

Head of Post -16
Full Time
Permanent
Leadership Scale 1-6

Required from September 2023

Sherburn High School
Garden Lane
Sherburn In Elmet
Leeds, LS25 6AS

Tel: 01977 682442
Email: admin@shs.starmat.uk

Headteacher: Ms Miriam Oakley

Dear Applicant,



Thank you for your interest in the post of: **Head of Post-16**

I am delighted that you are interested in joining “Team Sherburn” as a member of our Teaching Team. Teaching is at the heart of what we do and it is essential that all applicants share our passion for teaching and learning. For us, school improvement takes place through every interaction and the very best place to implement and embed positive change is in the classroom.

We strive to be open, honest and up for the challenge! We don't claim to know all the answers or to always get it right, but we do claim to try our very best to support and care about every single young person in our school as summed up by our school motto “Achievement for All.”

With under 1000 students, we believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high standards of conduct are non-negotiable. We believe that it is a combination of these factors that means that we are oversubscribed for September 2023.

We are fortunate to have an established and cohesive team of outstanding practitioners within a successful and vibrant school. At Sherburn we do not limit our definition of achievement simply to academic pursuits. We believe in developing well-rounded individuals and, as such, we make a significant investment in sports and the arts.

Over recent years, the school has taken huge steps forward. The platform we have for continual improvement is secure. The students here are fantastic to work with and they come to school eager to learn. The staff is professional, supportive, and collaborative; there is a positive, aspirational atmosphere and an impressive level of commitment from everyone to continue moving the school forward.

We have excellent relationships with a wide number of schools and academies through our partnership work and of course membership of the STAR Multi-Academy Trust. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

If you would like to know more about the school and its activities, please look at our website www.sherburnhigh.co.uk. and get in touch.

A handwritten signature in blue ink that reads 'M - Oakley'.

Miriam Oakley
Headteacher

THE SELECTION PROCESS



If you wish to apply for the post of Head of Post-16, then you should:

- Fully complete the online application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). If you are currently working in a school please ensure one of your referees is your current Headteacher. **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
 - Experience
 - Skills and Knowledge
 - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.



Timeline for the Selection Process

Closing time/date for applications	12pm Thursday 2nd February
Shortlisting	Friday 3rd February
Invitation to interview by telephone/ Confirmation by email	Friday 3rd February
Interview day	Thursday 9th February

Completed applications should be emailed to recruitment@shs.starmat.uk.

All emails will automatically be acknowledged. If you would like an informal conversation or to visit the school, please contact Lydia Jackson on lydia.jackson@shs.starmat.uk.

Candidates who have not been notified **a week after the closing date** are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.

Appendices

1	The School Vision and Values Statement
2	Job Description and Person Specification for the role of Head of Sixth Form
3	Whole School Information
4	Local Area Information



Appendix 1: The School Visions and Values Statement

Sherburn High School Aims & Vision

We want members of our community to be:

- Skilled for the future
- Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> ● Physically and mentally healthy ● Informed risk takers, problem solvers and critical thinkers ● Articulate communicators ● Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> ● Tolerant and respectful of others: different people, places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the 'classroom' ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance officer



Appendix 2a: Job Description

JOB TITLE: Head of Post-16

GRADE: L1-6

HOURS PER WEEK: Full Time

RESPONSIBLE TO: Headteacher

LINE MANAGED BY: Assistant Head

JOB PURPOSE: Be responsible for:

- Recruitment and retention of Post 16 students
- The Post 16 curriculum model
- Assessment, exams, and reporting for Post 16
- The quality of teaching and learning in Post 16
- Personal Development and student wellbeing
- CIAG for Post 16 students

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Key Responsibilities	<ul style="list-style-type: none"> ● Enhance students' academic performance ● Ensure a high quality of pastoral care and student support in the sixth form ● To cultivate and develop self-review of the Sixth Form provision so as to ensure excellent standards of learning, progress and pastoral care ● To oversee the writing of Sixth Form reports, provision of subject information to parents/carers, Progress Meetings, response to parents/carers enquiries, ensuring that high standards are maintained ● Create a clear recruitment strategy to increase numbers in Post 16 ● To liaise with collaborative partners to design an effective, inclusive Post 16 curriculum ● To undertake MSER activities in line with school policy ● To be a highly visible presence at all times around the school and to manage student behaviour in a positive, persistent and relentless manner ● To be an exceptional role model to young people. ● To be unfailingly positive about all students in Post 16, and act as their advocate in relevant situations ● To be available for students and staff to consult about Post 16 ● To lead and line manage the Post 16 pastoral team

Curriculum	<ul style="list-style-type: none"> ● Use information about prospective and current students to produce cost effective curriculum models which are shared with collaborative partners and the Deputy Head ● To communicate in a timely manner to all stakeholders about the curriculum ● Organise the private study arrangements for Sixth Form students
Assessment, Recording and Reporting	<ul style="list-style-type: none"> ● Monitor and be accountable for Sixth Form attainment and ATL grades ● Lead on Post 16 results day/clearing in the summer holidays (3 days) ● Review Post-16 examination results in August and at other times during the year, reporting to SLT and the LGB ● Lead and develop the use of sixth-form data ● Report to SLT/LGB regarding national developments with reference to post-16, university policies, careers and specific areas of sixth form curriculum ● Assist the Examinations Officer and Deputy Headteacher in the conducting of PPEs and Public Examinations
Transition into Post 16	<ul style="list-style-type: none"> ● Create a clear and effective recruitment programme that ensures that Post 16 provision is increasingly cost effective ● Develop in partnership with collaborative partners an effective transition programme for learners including Post 16 Taster Days and Recruitment Events. ● Promote the Sixth Form to ensure retention of existing Year 11 students and the recruitment of external applicants ● Responsibility for sixth form prospectus, associated publications and the Sixth Form area of the School website ● Work with the SENCO, Head of Year 11 and Year 11 form tutors to ensure a smooth transfer of students into the sixth form ● Conduct interviews with Year 11 students and where possible parents/carers to ascertain destination plans and encourage retention ● Organise and run a Year 12 induction programme
Personal Development and CIAG	<ul style="list-style-type: none"> ● Devise an appropriate Personal Development curriculum for Post 16 students building upon KS4 ● Liaise with the Assistant Headteacher responsible for Personal Development and collaborative partners to widen Post 16 students' experiences ● Ensure appropriate, independent CIAG is readily available to Post 16 students and forms an integral part of the Personal Development curriculum

	<ul style="list-style-type: none"> ● Use Growing Up In North Yorkshire survey and other information sources to ensure the Personal Development programme meets the contextual needs of our students and school community ● Lead and coordinate progression from Post 16, ensuring all students are supported in their next steps, so that no student becomes NEET ● Lead and manage the UCAS process, applications for apprenticeships and employment ● Encourage students to contribute positively to the life of the Sixth Form and wider life of the school ● In conjunction with the Post-16 team deal with routine student absence, lateness and disciplinary matters ● Further develop a sixth form extra-curricular programme ● Develop high quality work experience opportunities for all students ● Manage the Student Leadership Team and develop leadership opportunities in the sixth form
Communication	<ul style="list-style-type: none"> ● Communicate effectively with other staff, Governors, visitors, contractors, students and their families/carers. ● Establish rapport and respectful, trusting relationships and communicate effectively with students, their families and carers, and other agencies / professionals ● Initiate appropriate and effective communication with teachers, and other professionals, forging and sustaining relationships across agencies
Sharing information	<ul style="list-style-type: none"> ● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. ● Be aware of GDPR principles in sharing personnel information ● Share information confidentially about young people with teachers and other professionals as required ● Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to teachers ● Assist in the induction and development of sixth form students, cascading information and good practice
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> ● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate. ● Understand that different confidentiality procedures may apply in different contexts
Health & Safety	<ul style="list-style-type: none"> ● Be aware of and implement your health and safety responsibilities where responsibilities are defined in the Health and Safety policy and procedure. ● Work with colleagues and others to maintain health, safety and

	welfare within a working environment
Data Protection	<ul style="list-style-type: none"> To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, GDPR, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> Develop own and team members' understanding of equality issues. Promote inclusion and acceptance of all young people and staff. Assist in achieving service equality objectives Within their own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.
Customer Service	<ul style="list-style-type: none"> The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

SIGNED **POST HOLDER**

NAME & DATE

SIGNED **LINE MANAGER**

NAME & DATE



Appendix 2b: Person Specifications

Job Title: Head of Post-16

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training		
<ul style="list-style-type: none"> A good honours degree 	x	
<ul style="list-style-type: none"> QTS 	x	
<ul style="list-style-type: none"> Recent professional development relevant to your responsibilities in this role 	x	
Experience		
<ul style="list-style-type: none"> To have successfully taught your subject across the age and ability range, up to GCSE 	x	
<ul style="list-style-type: none"> To have taken responsibility for the development of an area within your subject or across the school 	x	
<ul style="list-style-type: none"> Proven experience in the delivery of high quality education 	x	
<ul style="list-style-type: none"> Experience of working as part of a school team developing whole school policies 	x	
<ul style="list-style-type: none"> To have been involved in staff coaching and appraisals 		x
<ul style="list-style-type: none"> Be willing to promote, organise and take part in the Post 16 enrichment curriculum 		x
Skills and Knowledge		
<ul style="list-style-type: none"> Knowledge of current educational thinking regarding raising achievement through learning and teaching styles with a specific focus on Post 16 	x	
<ul style="list-style-type: none"> An understanding of the agenda for safeguarding and promoting the welfare of young people 	x	
<ul style="list-style-type: none"> Knowledge and understanding of behaviour management strategies 	x	
<ul style="list-style-type: none"> A strong commitment to the vision of the school 	x	
<ul style="list-style-type: none"> The ability to build strong relationships with young people 	x	
<ul style="list-style-type: none"> The ability to secure behaviour for learning through appropriate strategies and quality teaching 	x	
<ul style="list-style-type: none"> The ability to work effectively within a team and as an individual 	x	
<ul style="list-style-type: none"> The ability to communicate effectively with staff, students and parents 	x	
<ul style="list-style-type: none"> Energy and enthusiasm 	x	

• Emotional intelligence	x	
• Ability to contribute to the wider life of school	x	
Personal Qualities		
• Sense of Humour	x	
• A commitment to raising student achievement at all levels and supporting the aims of the school	x	
Other Requirements		
• Enhanced DBS clearance	x	
• Commitment to the school's policies and ethos	x	
• Commitment to Continuing Professional Development	x	
• Motivation to work with children and young people	x	
• Ability to form and maintain appropriate relationships and personal boundaries with children and young people	x	
Equal Opportunities		
• To assist in ensuring the STARMAT Equalities policy is considered within the school's working practices in terms of both employment and service delivery.	x	



Appendix 3: Whole School Information

Teaching and Learning

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in quality first teaching where subject experts guide students through their learning. We reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

Assessment, Recording and Reporting

Whilst at Sherburn High School, students receive at least three regular data rich reports per year to show how they are progressing in all their subject areas. Students are set aspirational targets that provide challenge and set high expectations. Reports are communicated to parents and students on a termly basis. This allows staff to plan effective intervention and support and ensures students remain focussed and on course to achieve their potential.

Care, Support and Guidance

In order to care, guide and support students we promote good behaviour for learning and have consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our tutoring system provides opportunities for high quality teaching of our SRE/PSCHE curriculum and an opportunity to build our House system.

Parents are ensured continuity of care, with Heads of Year moving up the school with their year group. The pastoral system also promotes student leadership with increased roles and responsibilities for students. The tutorial system develops relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of our student leaders is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

Curriculum

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate pace and challenge as students progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for four further subjects from a broad pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

Provision for students with Special Educational Needs

All students are taught in mainstream classes and are supported by teaching assistants through a variety of provisions including one to one, class support, small groups and interventions. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well all in many other areas. Because of the relatively small size of the school, we know our students very well.

Sixth Form

Sherburn High School's Sixth Form provides students valuable continuity in their learning.

Our curriculum leads to nationally recognised Advanced Level 3 and Level 2 qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school.

The Sixth Form building consists of three quiet study rooms with PCs equipped with specific software for Key Stage 5 courses. Students also have access to the common area with vending machines and a kitchen area complete with a kettle, microwave and toaster to allow students further independence. The Head of Sixth Form and our Sixth Form pastoral and mentoring team also have offices in this area so students. Students study hard, socialise and enjoy personalised Sixth Form events whilst being able to access support from staff in a warm and welcoming

As a collaborative Sixth Form with Tadcaster Grammar School, our students take the minibus between sites and receive pastoral support across both Sixth Form teams meaning our students feel very much part of a joint Sixth Form.

It is a privilege to work with our Sixth Form students as they complete their Key Stage 5 journeys before moving on in their futures.

Facilities

The school has eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and private study rooms are also available.

Extensive playing fields, a full-sized 4G pitch, brand new gym and swimming pool allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis. Our facilities alongside our new changing rooms allow for community use of our facilities beyond the school day.

Extra Curricular Activities

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a Post 16 trip to Iceland, a visit to Lille, a “Language Immersion” trip near Paris, watersports in the Ardeche, survival skills at the Bushcraft camp trip and Skiing trip.

Professional Support and Development

We believe that the school’s greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can expect to receive considerable support from their curriculum leaders and members of the school leadership team.

Administration Team

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception, finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, Parentpay, school finance, HR and payroll.

Safeguarding Children

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at www.sherburnhigh.co.uk.

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work.

Examination Results

We are very proud of our students’ achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on www.dcsf.gov.uk/performance tables as well as on our website.



Appendix 4: Local Area Information

Local History

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York once held the lands and power in Elmete) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

The Area

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

Thank you again for your interest in the post.