



Information for Applicants

Life Skills Assistant Curriculum Team Leader

MPR/UPR + TLR2a

Full-time / Permanent

Starting in September 2020

Tadcaster Grammar School
Toulston
Tadcaster
LS24 9NB

Telephone: 01937 833466
Email: c.earl@tgs.starmat.uk

Headteacher: Mr A Parkinson



March 2020

Dear applicant,

Thank you for expressing an interest in applying for the post of Life Skills Assistant Curriculum Team Leader.

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure these as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our care, guidance and pastoral systems so everyone is seen, heard and valued. Our recent entry into the STAR MAT as a partner school has strengthened our ability to ensure all students enjoy their learning and wider school experience across the 4-19 year old age range.

When I first arrived at TGS there were a number of things that immediately impressed me. The first was the very open and welcoming nature of the school from both the staff and students. The second was the sheer variety of activities which are offered both within the curriculum and after school hours. Finally it was apparent that TGS was a school with a strong reputation for looking after its students and where high standards of conduct are non-negotiable.

Our ambition for the school focuses on developing a culture where all students achieve highly whatever their background or ability. This relies on providing learning and teaching of the highest possible quality to engage, enthuse and motivate. At TGS we do not limit our definition of achievement simply to traditionally academic pursuits; we believe in developing well rounded individuals and, as such, we make a significant investment in the areas of sport, creative and performing arts.

Life Skills is a vibrant and highly successful part of the curriculum at TGS. Students tell us that they enjoy their learning and achieve very highly. As such, we wish to recruit someone who will contribute something really special to our team. We are looking for a proven and skilled classroom practitioner who can inspire, enthuse and bring excellent teaching qualities.

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website at www.tgs.starmat.uk. If you would like to speak with a member of the Life Skills Team, please do not hesitate to contact us on 01937 833466 or a.henson@tgs.starmat.uk

If you chose to take your interest in the post further, I would encourage you to pay attention to the following whilst assembling your application:

- The School Vision and Values Statement
- The TGS 2019-22 School Improvement Plan Summary
- Job description and person specification for the role of Life Skills Assistant Curriculum Team Leader
- School performance data about the school available in the public domain
- The school website
- THE STAR MAT website

I hope the following information shapes your thinking and gives the guidance to help you apply.

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

I look forward to the possibility of meeting you soon.

Yours faithfully,

Mr A Parkinson
Headteacher

THE SELECTION PROCESS

If you wish to apply for the post of Life Skills Assistant Curriculum Team Leader, then you should:

- Fully complete the 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). Do not enclose additional CVs.
- Support your application with a covering letter (2 sides A4 Arial 11 point, 1.15 spacing, maximum) addressing the following:

Side 1: How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Training
- Knowledge and skills

Please use *relevant* examples and impact measures from your practice during the last 3 years.

Side 2: Please provide a 5-7-point action plan detailing the key qualities and characteristics that make a great Assistant Curriculum Team Leader and what outline actions you would be likely to prioritise during the first 6 weeks of the Autumn term 2020 (in tabular format).

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.

Remember when addressing the above, *less is sometimes more.*

Timeline for the selection process

Post advertised in TES	Friday 20 March 2020
Closing time/date for applications:	9am on Monday 20 April 2020
Short listing:	Tuesday 21 April 2020
Invitation to interview by telephone/ Confirmation by email:	TBC
Selection day:	TBC

Please address all return mail to:

Mrs C Earl
PA to the Headteacher
Tadcaster Grammar School
Toulston
Tadcaster
LS24 9NB

c.earl@tgs.starmat.uk

Appendices

1	The School Vision and Values Statement
2	The TGS School Improvement Plan Summary
3	Job description and person specification for the role of Life Skills Assistant Curriculum Team Leader
4	Life Skills Curriculum Team Information
5	Job description and person specification for Teacher of Life Skills (for reference)

Appendix 1: The School Vision and Values Statement

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>		<p>Be your best self, be:</p> <p>Ambitious; Resilient; Responsible; Respectful to yourself and others.</p>
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OUR VISION *(Our cause; our key belief)*

<p>Be your best self</p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> ● aware of the needs of others in their thoughts and actions; ● empowered to control their own well-being; ● able to achieve fulfilment in their current and future lives.
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OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

<p>Students considered first</p>	<p>All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.</p>
<p>High expectations – no limitations</p>	<p>We do not prejudice potential by preconceptions about individuals or groups of students.</p>
<p>The right curriculum experience for each student</p>	<p>We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.</p>
<p>The best support for each student</p>	<p>Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.</p>

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

Ambition and resilience	To show a desire and determination to achieve success.
Responsibility	To take ownership for their actions and work in and out of school.
Respect	To be considerate to themselves and others.

OUR SCHOOL

Tadcaster Grammar School is a partner school in the STAR Multi Academy Trust family. The school retains its local community identity and operates with autonomy.

By working in partnership with parents and other organisations, and utilising local and collective strengths within and beyond the STAR MAT, we aim to continue to achieve the very best outcomes for all students during their 7 years with us.

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

Appendix 2: The 2019-22 School Improvement Plan Summary

OUR INTENT	QUALITY OF EDUCATION: CURRICULUM DEVELOPMENT (What we teach and why?)		
	<p>ONE: All students will enjoy a <i>broad and balanced programme of education</i> that is responsive to their current and future needs and aspirations</p>	<p>TWO: All students have the broadest access possible to <i>CEIAG, curriculum enrichment and extra-curricular opportunities</i> to further develop their knowledge, aspiration and cultural capital.</p>	<p>THREE: Leaders at all levels <i>plan and sequence learning</i> so that previous knowledge and skills are consolidated and new work builds upon this.</p>
OUR IMPLEMENTATION	QUALITY OF EDUCATION: TEACHING & LEARNING DEVELOPMENT (How we teach)		
	<p>FOUR: Teachers and leaders at all levels are supported in optimising the <i>effectiveness of their own and colleagues' classroom practice</i>.</p>	<p>FIVE: To further embed a <i>whole school literacy development strategy</i>, with special reference to disadvantaged students and those with SEND.</p>	<p>SIX: <i>Assessment, marking and feedback processes are efficient and proportionate</i> and assist teachers producing impactful actions for students.</p>
	Behaviour & Attitudes	Personal Development	Leadership & Management
<p>SEVEN: To further develop students' <i>behaviour for learning & attitudes</i> including recognition and reward, punctuality and attendance. <i>The school is a safe, calm, orderly and purposeful environment</i>.</p>	<p>EIGHT: Spiritual, moral, social and <i>cultural (SMSC) and citizenship development opportunities are fully integrated into</i> the everyday experience and actions of all students.</p>	<p>NINE: Leaders, managers and governors ensure that <i>the education the school provides has a positive impact on all students</i>, especially disadvantaged students and those with SEND.</p>	

Appendix 3a: Job Description

Job Title: Life Skills Assistant Curriculum Team Leader

LIFE SKILLS ASSISTANT CURRICULUM TEAM LEADER

Post Title:	Life Skills Assistant Curriculum Team Leader
School:	Tadcaster Grammar School
Pay Range:	MPS/UPR + TLR2a
Line Manager:	Life Skills Curriculum Team Leader

Rationale

To secure and account for effective learning, appropriate achievement and educational, social and personal progress of all students in the assigned area of responsibility, consistent with the aims of the school and the unique needs of each individual learner.

Responsibilities

In addition to the job description for 'Teacher', a **Curriculum Team Leader** takes responsibility for the following:

- The strategic Leadership of the subject
- The promotion of the subject
- The overall accountability for examination results with the subject
- Self Evaluation and Improvement Planning within the subject
- Managing the subject budget
- Employment, deployment and training of staff within the subject
- The subject environment, to include adherence to health and safety requirements (where appropriate)
- The organisation of subject meetings
- Lunchtime Detentions
- The line (performance) management of colleagues within the subject (as appropriate)
- Attendance at Middle Leader meetings
- Leading on the dissemination of good practice in Learning and Teaching and provide support for colleagues within the subject
- Co-ordinating the production and resourcing of the Scheme(s) of Learning
- Co-ordinating the development and use of the VLE
- Co-ordinating the enrichment activities within the subject
- Leading Quality Assurance (to include moderation, learning walks and work scrutinies) within the subject
- Contributing to any Team Reviews and the subject Improvement Plan
- Managing the performance of colleagues within the subject
- Managing formal and informal assessments (to include examination entries)
- Overseeing reporting and supporting staff to ensure the accuracy of forecast grades and levels

- Interpreting, using and analysing all data (including examination results) and monitoring the progress of key groups of students
- To direct and lead appropriate intervention for identified students
- To analyse question level feedback (where appropriate and available) from external examination boards and from internal examinations, and identify any patterns to be able to improve future performance
- To ensure that the subject maintains an accurate electronic record of the modular UMS results (as appropriate) to ensure that an accurate indication of current performance is available
- Promoting the subject, with particular emphasis on recruitment at transition points
- Supporting students with and preparing students for transition points, by providing appropriate Information, Advice and Guidance
- Supporting colleagues with behaviour management
- Promoting rewards
- Liaising with parents and associate staff
- Ensuring that work has been set for absent colleagues
- Confirming student grouping
- Liaising with Learning Support and Student Support
- Attending appropriate courses and disseminate the information gathered, as well as leading appropriate training for colleagues

A **Key Stage Curriculum Leader** or **Assistant Curriculum Team Leader**, will take direct responsibility for their specified Key Stage or annually agreed area of responsibility, in addition to supporting the responsibilities of the Curriculum Team Leader, as required.

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.

[STAR MAT policy is to assess the performance of all new staff during the first 6 months of their contract to determine suitability for continued employment.] *Only applicable to staff joining the school after September 2019.*

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.

Appendix 3b: Person Specification

Job Title: Life Skills Assistant Curriculum Team Leader

In addition to the Person Specification for 'Teacher':

Factors	Characteristics
Qualifications	Degree(s) or equivalent
	Qualified teacher status
Experience	Experience of working in an 11- 16 school
Training	Evidence of Continued Professional Development
Knowledge and Skills	Evidence of excellent leadership and management skills
	Good knowledge of the Life Skills curriculum development and improvement
	Confident about using data systematically to evaluate performance
	Thorough knowledge and understanding of Life Skills and how it can effectively be taught across the spectrum of age and ability
	Proven, excellent teaching and classroom management skills and an ability to relate well to <i>all</i> students
	An understanding of how students learn and improve their skills, knowledge and understanding
	Excellent verbal and written and communication skills
Personal Qualities	Clear educational aims and values
	Ability to engage in cooperative working to help the team achieve its goals
	Ability to filter, judge and act decisively
	Ability to operate effectively when working under pressure
	The ability to motivate students and colleagues
	Outstanding emotional intelligence and resilience

Appendix 4: The Life Skills Curriculum Team

The Life Skills Team at Tadcaster Grammar School was created in 2010 and was developed to support the delivery of the new National Curriculum and the collaborative aspects of the 14-19 agenda. Over the last ten years, the team has taken responsibility for delivering the following in the curriculum:

- **Personal, Social, Health and Education**
- **Relationships & Sex and Health Education**
- **Citizenship and British Values**
- **CEIAG - Careers Education, Information, Advice and Guidance**
- **Economic wellbeing and financial capability**
- **Enterprise Skills**
- **Vocational Life Skills - incorporating the ASDAN CoPE qualification at Key Stage 4**

Staffing

Mrs Amanda Henson	Curriculum Team Leader
Mrs Deborah Parker-Starbuck	Vocational Skills Co-ordinator
Mrs Caroline Tobin	Curriculum Support

Accommodation

We have two dedicated Life Skills teaching rooms. Regular computer room access for Key Stage 4 students is built into the timetable. All Key Stage 3 students have their own chrome books from September 2020.

Organisation of Courses

There are well-planned and suitably resourced Schemes of Learning for all year groups, designed to meet the needs of our young people within each key stage and appropriately differentiated to match learners' needs. These courses are regularly evaluated and improved based on both self-evaluation and student feedback.

Schemes of learning and resources are held centrally on the school's VLE and shared Google drive. Teachers and students alike use the VLE and Google classroom for delivery of lessons, accessing resources, sharing information and for student assessment. The Life Skills team embraces the use of new technologies in its curricular courses and within classroom delivery.

Life Skills courses are delivered within dedicated curriculum time in years 7-11. Students are taught in mixed ability groups at Key Stage 3 and in ability groups at Key Stage 4, set against Science and RE. In Year 7 students are allocated 4 hours of curriculum time over a two week timetable, including the Mindfulness programme in Term 3. In Years 8, 9, 10 and 11 they have one hour per week.

At Key Stage 5, aspects of the curriculum, such as Citizenship and PSHE, are delivered through a series of calendared events in which speakers from various organisations and industries are invited to deliver information through talks and workshops to our Sixth Form students.

Qualities of the Successful Candidate

- A well qualified teacher
- An aim to deliver a curriculum that is exciting and stimulating for our students
- A desire to develop knowledge and expertise within a supportive team of experienced teachers
- An understanding of the importance of a variety of Learning and Teaching styles
- Enthusiasm, dedication and energy
- A professional approach
- And, most importantly, a sense of humour!

The Successful Applicant can Expect

- Excellent opportunities for professional development
- Comprehensive support from experienced colleagues with a high level of expertise
- A friendly and progressive working environment
- The opportunity to become actively involved in developing the curriculum and exploring the impact of Learning and Teaching
- The opportunity to teach enthusiastic and motivated students of all abilities in a pleasant learning environment.

Appendix 5a: Job Description (for reference only)

Job Title: Life Skills Teacher

Post Title:	Life Skills Teacher
School:	Tadcaster Grammar School
Pay Range:	MPS/UPR
Line Manager:	Curriculum Team Leader

Responsibilities

To be accountable for students' attainment and achievement. To ensure all students make progress by promoting, monitoring and supporting the overall learning and personal development of students. To uphold the aims, policies, procedures and ethos of the school.

Teachers should work with their Curriculum Team Leader and Assistant Team Leader/Key Stage Leader (as appropriate), whilst taking direct responsibility for the following:

- Work in accordance with the Teacher Standards (2012)
<https://www.gov.uk/government/publications/teachers-standards>
- Work within the School Teachers Pay and Conditions Document
- Promote the school's stated ethos
- Contribute to and implement the annual School Improvement Plan and agreed policies
- Teach as directed throughout the school subject to with appropriate training
- Monitor, expect and improve progress in student learning
- Participate in the pastoral management of the school as requested
- Take part in performance management procedures outlined in an agreed school policy
- Take responsibility for their own professional development

Specific Responsibilities – All Teaching Staff

- Plan and deliver lessons using a range of strategies to meet students' individual learning needs
- Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school
- Set and mark homework according to the school and subject policies
- Mark, assess, record and report on students' achievements, setting appropriate targets for improvement
- Meet deadlines for reporting, marking, submission of assessment data, coursework, marks and forecast grades
- Prepare students for examinations, taking part in standardising and moderating activities required within the subject and by examination boards

- Contribute to the development of schemes of learning, school and subject policies as appropriate
- Attend and contribute to appropriate meetings and professional development activities
- Contribute to the process of subject self-evaluation and improvement planning
- Undertake whatever other duties might reasonably be requested by the Headteacher or Curriculum Team Leader

Specific Responsibilities – Form Tutors

- Take responsibility for day to day discipline routines and attendance in the form group
- Review and discuss students' work and welfare, setting targets as necessary
- Promote good behaviour and positive attitudes at all times
- Support form, house, year and school activities as appropriate

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[STAR MAT policy is to assess the performance of all new staff during the first 6 months of their contract to determine suitability for continued employment.] *Only applicable to staff joining the school after September 2019.*

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.

Appendix 5b: Person Specification**Job Title : Life Skills Teacher**

Factors	Characteristics
Qualifications	Degree(s) or equivalent
	Qualified teacher status
Experience	Experience of teaching in an 11-16 school
Training	Evidence of Continued Professional Development or keeping abreast of recent development
Knowledge and Skills	Thorough knowledge and understanding of the subject and how it can effectively be taught across the spectrum of age and ability
	Good knowledge of curriculum development and improvement in your subject area, together with a willingness to contribute to Schemes of Learning
	Confident about using data systematically to evaluate performance, together with an ability to monitor and assess progress and providing feedback to students
	Proven, excellent teaching and classroom management skills and an ability to relate well to and motivate <i>all</i> students
	An understanding of how students learn and improve their skills, knowledge and understanding
	Excellent verbal, written and communication skills
Personal Qualities	Clear educational aims and values
	A professional approach to all aspects of the role
	Ability to filter, judge and act decisively
	Ability to work in a way that promotes the safety and wellbeing of children and young people.
	The ability to motivate students
	A willingness to be involved in extra-curricular activities