



SIDMOUTH COLLEGE

Assistant Principal—Behaviour





Dear Applicant

Thank you for your interest in the post of Assistant Principal—Behaviour at Sidmouth College. The College is part of the Ted Wragg Trust (TWT) which is an ambitious and inclusive Trust of schools strengthening our communities through excellent education.

The College currently has 872 students on roll of whom 119 are in the Sixth Form. The majority of our students are drawn from four local feeder schools, in Sidmouth, Sidbury, Newton Poppleford and Branscombe. The College is in a beautiful setting within the Sid Valley and the East Devon area of outstanding natural beauty.

Our vision is for vibrant and inspirational teaching that raises aspirations; challenges and engages, and prepares every student for lifelong learning. At Sidmouth College learners *believe* they can *succeed*, staff that they can *inspire* and everyone strives to be the best that they can be.

The College buildings sit within an attractive 13 acre campus and staff take every opportunity to make use of the natural environment on our doorstep to support students' learning and creativity. In January 2021 we moved into our new building which was part of the Government's programme of redevelopment under the Priority Schools Building Programme. The vast majority of our 1960s buildings have now been replaced with modern, state of the art facilities, including classrooms, technology workshops and seven new Science laboratories and preparation facilities which create a fantastic modern learning environment.

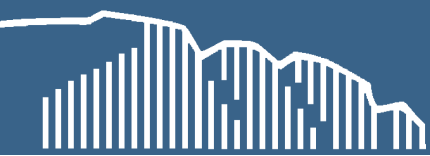
We were delighted to be again judged as Good in the most recent Ofsted report in 2022, which recognised our continuous improvement in achieving positive outcomes for all students.

About the post

This is an exciting opportunity to become part of the senior leadership team at a time when as a team we are driving forward school improvement. The role will have with it the expectation that comes with a senior leadership role, visible presence at all times around the College in lessons and during social times as well as supporting behaviour systems. The role has a clear set of responsibility areas which has been carefully designed to enable impact linked to the whole College improvement plan.

Yours faithfully

Mrs S Parsons
Principal



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Introduction

Sidmouth College is a thriving 11-18 community college located in the Devon countryside.



At Sidmouth College the individual is right at the heart of what we do. Students achieve academic success, develop their creativity, excel on the sports field and encounter a multitude of new experiences in a safe and enjoyable environment, encouraged by a team of dedicated and highly experienced professionals. At Sidmouth College we believe that the vibrant learning community, coupled with a culture of high standards and expectations, brings out the very best in every student and establishes abundant possibilities for their future.

Our Ethos—Believe, Inspire, Succeed

- Every learner believes and succeeds in fulfilling their potential and is inspired to lead a happy, healthy and successful life within a challenging and rapidly changing world.
- All learners have access to inspirational teaching that leads to outstanding learning and achievements which continues beyond the classroom.
- All learners have access to a high quality, relevant and appropriate curriculum that fully meets their needs and supports an engaging and inspiring learning experience.
- We inspire learners to believe in the contribution they can make to their learning, the College and the wider community. Learners take responsibility and develop resilience throughout their learning journey with clear support and guidance.
- All levels of leadership are focused on providing a vision, direction and culture in which all are inspired to believe and succeed.

A caring and supportive community

Care, guidance and support are strengths of the College. Students are organised in vertical tutor groups led by a tutor who monitors academic progress, student well-being and student development. Each tutor group is in one of four Houses - Drake, Grenville, Raleigh and Scott. The tutor group meets at the beginning of each day for registration, support and guidance. Year 11 have their own tutor groups.

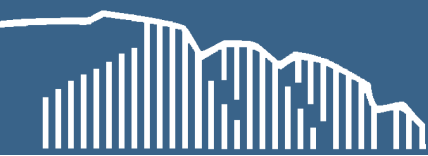
The team of tutors is led by a Head of House who maintains a close overview of the work and wellbeing of the students. In addition, the School Counsellor and the Student Support/pastoral team make a valuable contribution.

A stimulating and exciting learning journey

Learning is an adventure to be enjoyed; a journey that stretches, challenges and opens minds. Our stimulating and engaging curriculum delivers exciting opportunities in the classroom and beyond. Our overarching aim is to provide our young people with the skills and qualifications they need to become happy, successful adults with a passion for lifelong learning. Our Key Stage 3 programme aims to raise the ambitions of all students; developing knowledge, skills and understanding and promoting confidence in their abilities. At Key Stage 3 we ensure students experience learning in a wide range of subjects, including the Arts, Technology, Computer Science and Modern Foreign Languages.

In Key Stage 4 students have the opportunity to study a range of personalised pathways, designed to support their individual talents and interests and maximise their achievement and success. At Key Stage 4 all students study a core curriculum of English Language and English Literature, Maths, Chemistry, Physics, Biology, PE and RE in addition to three option subjects.

At Key Stage 5 we offer a wide range of A Level qualifications and the vast majority of students choose three linear subjects, with some choosing to study four.



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Appointment Information

The successful candidate will contribute to the College's vision for the future, playing a pivotal role in change management at a whole-school level and helping us to further improve the standards for our students. As a leading professional, you will be a role model, providing inspiring and high quality leadership and management for both students and staff. You must be capable of implementing innovative change and development, doing so in a positive and collaborative manner.

You will be a dynamic and solution-focused leader who will drive key aspects of school development and be tireless in your approach to school improvement. You must be able to inspire, challenge and support colleagues and be a motivating and experienced leader with the capacity and energy to take the College forward on its exciting journey.

I am sure that you will recognise, as all school leaders must, that strong leadership is crucial as the College develops and responds to a stimulating period of change and development. If you feel that you want to join us to take up this challenge then I shall be delighted to receive your application.

In addition to the responsibility area you will be expected to lead duties, on-call, have a visible presence and be proactive at transitions and social times.

Application Process

The closing date for applications is **Monday 5th February 2024 at 12.00noon**

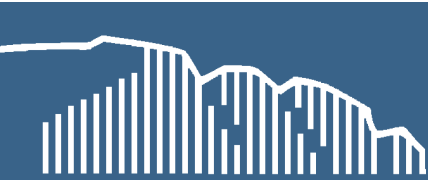
Interviews will be held week commencing 19th February 2024.

Full details and an application form can be downloaded here: [Ted Wragg Multi-Academy Trust - Vacancies \(tedwraggtrust.co.uk\)](https://tedwraggtrust.co.uk/vacancies)

Applications should be submitted to:
vacancies@sidmouthcollege.devon.sch.uk

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A copy of our safeguarding policy can be found here: [Safeguarding](#). This role falls under KCSIE regulated activities and, as such, it is an offence to apply for the role if you are barred from engaging in regulated activity relating to children. The successful candidate will be required to undertake an Enhanced Disclosure and Barring (DBS) check. Please ensure you read and understand our Privacy Notice, which can be found on our website, before applying. We make appointments in accordance with our Recruitment and Selection Policy.

Sidmouth College is an equal opportunities employer.



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Assistant Principal Job Description



Post: Assistant Principal—Behaviour.

Permanent from September 2024

Scale: L10-L12

Responsible to: Vice Principal

Teaching allocation: The role will be allocated 20 hrs of teaching a fortnight. Please detail in your application your teaching specialisms.

The responsibilities detailed below are in addition to the job description responsibilities for a Teacher.

Job Purpose

- This is a key role in the strategic leadership of our College and will lead on behaviour for the whole College
- To inspire and engage staff and students in the vision for the College
- To liaise with external stakeholders and agencies where appropriate in regards to safeguarding and behaviour
- To line manage the behaviour team and over see the provision in internal exclusion
- To manage after College detentions, reset and lates
- To oversee systems of whole-school behaviour management to include data
- To ensure an inspiring learning environment which is engaging and fulfilling for all the young people
- To ensure excellent Home-College relationships are maintained and act as a key point of contact with parents and stakeholders
- To update behaviour policy accordingly
- To represent the College on inclusion panels and any other safeguarding or behaviour groups as directed by the Principal
- To contribute to the strategic development of the College to ensure the College continually aspires to the highest standards
- To secure excellent teaching and learning across the College that maximises outcomes for the students
- To inform plans, procedures, policies and practices with the latest and best evidence-based education research
- To strategically lead the organisation through change in order to drive improvement
- To deputise for the Vice Principal in his absence, as and when required

The following key areas are adapted from The National Standards for Head Teachers, available at www.education.gov.uk. The specific range of duties will be agreed annually.

Core Duties

- To uphold consistent and excellent standards of behavioural support, including internal exclusion across the College
- To ensure a consistent and continuous College -wide focus on young people's achievement using data and benchmarks to monitor progress
- To ensure a culture and ethos of challenge and support where all young people can achieve success and be engaged in their own learning
- To ensure excellent whole-school behaviour
- To reduce suspendible behaviours



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Job Description continued..

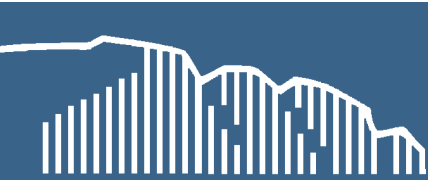
- To support the delivery of Behaviour CPD to colleagues
- To monitor, evaluate and review classroom practice and promote improvement strategies
- To ensure staff duties are effective and the good running of the College in unstructured periods
- To challenge underperformance at all levels and ensure effective corrective action and follow up
- To play a key role in devising and implementing strategies that will raise attainment across the College
- To work with Subject Team Leaders to ensure that students experience high quality teaching and are challenged and supported to achieve beyond normal expectation
- To deliver excellent education, care and support that ensures the whole child is supported, achieves, develops and succeeds
- To identify key drivers for success
- To take responsibility for the line management of identified staff, setting high standards and expectations and challenging underperformance

Line Management

- To line manage and hold accountable Team Leaders (and assistant team leaders) of some designated subject areas
- To be responsible for the line management of the behaviour team
- Other line management duties to be designated by the Principal
- In support of the Trusts vision and ethos of shared teaching and learning to improve educational outcomes for young people the post holder may be required to work at other sites
- All Teaching staff are expected to meet the relevant National Standards for Teachers in addition to the job description detailed above.

Securing Accountability

- To develop a College ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- To provide the Local Governing Board with any information, objective advice and support to enable it to meet its responsibilities
- To develop and present an accurate account of the College's performance to a range of audiences
- To ensure that there is a safe working and learning environment in which risks are properly assessed
- To set challenging targets and ensure good progress and outcomes for all students in relation to the designated subject areas
- To maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the College



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Job description Continued..



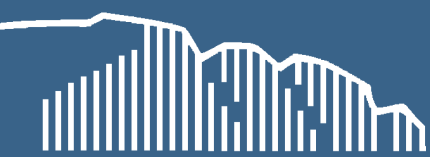
Other Duties

- Identify personal training needs and participate in training and performance development whenever required
- Actively participate in performance management processes
- Attend, lead and participate in relevant meetings as required
- To support the achievement of the College's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required
- To undertake training and personal development as and when identified by Line Manager
- To undertake any other duties not detailed above commensurate with the level of the post or as deemed appropriate by the Principal

Other information

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
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- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.
- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.
- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.

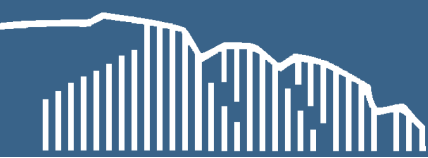


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Person Specification



| Criteria | | Essential | Desirable |
|---|--|-----------|-----------|
| Qualifications | | | |
| Honours degree or equivalent | | ✓ | |
| Qualified Teacher Status (QTS) | | ✓ | |
| Evidence of recent and relevant training at or toward senior leadership level | | | ✓ |
| Professional Experience and Knowledge | | | |
| Substantial experience of teaching | | ✓ | |
| Successful strategic experience of leading and managing secondary school or other educational organisation | | ✓ | |
| In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues | | ✓ | |
| Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change | | ✓ | |
| Experience of successfully raising standards | | ✓ | |
| Personal Aptitudes, Qualities and Skills | | | |
| To have high expectations and the ability to promote and deliver the College's vision, ethos, priorities and targets | | ✓ | |
| To be articulate and approachable with excellent interpersonal skills both orally and in writing | | ✓ | |
| Experience of working with and presenting to Governors | | | ✓ |
| To have proven sound decision-making skills combined with the ability to lead, influence and manage change from inception to completion | | ✓ | |
| To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict | | ✓ | |

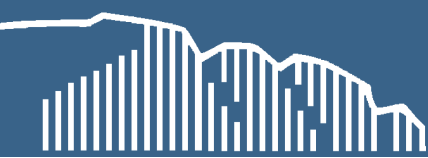


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Person



| Criteria | | Essential | Desirable |
|--|--|-----------|-----------|
| To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour | | ✓ | |
| To be able to relate with empathy to parent/carers, staff, students, governors/trustees and the wider community: dealing with issues that arise with fairness and in the best interest of the College and its students | | ✓ | |
| Leading Teaching and Learning | | | |
| An excellent classroom teacher practitioner with the ability to monitor and evaluate performance of others continuously in order to improve the quality of teaching and learning | | ✓ | |
| Experience of successful positive behaviour management and development of a student-focused, inclusive and effective learning environment so that behaviour and attendance remain outstanding | | ✓ | |
| Evidence of using data, benchmarks and feedback to monitor and judge progress | | ✓ | |
| Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive | | ✓ | |
| Leading and Managing the Organisation | | | |
| Experience of and commitment to working with the Governing Body | | | ✓ |
| Proven record of providing vision, a sense of purpose and high aspirations | | ✓ | |
| To be a high profile role model with a professional approach that demands accessibility, excellence confidence, trust and respect of the entire College and wider community | | ✓ | |
| Evidence of highly developed skills with appraisal, recognising high performance and tackling underperformance through to resolution | | | ✓ |
| Understanding of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money | | ✓ | |

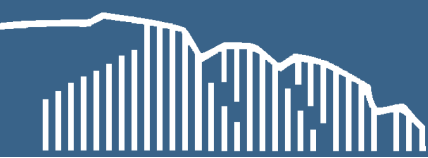


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Person Specification



| Criteria | | Essential | Desirable |
|---|--|-----------|-----------|
| Experience of leading whole school provision within Pastoral systems | | ✓ | |
| Knowledge of effective pastoral design and development | | ✓ | |
| Strong knowledge of behavioural and attendance processes | | ✓ | |
| Proven experience of successful middle leadership in a school | | ✓ | |
| Evidence of successful managing, coaching and mentoring of staff | | ✓ | |
| A demonstrable understanding of the processes of safeguarding and safer recruitment and safeguarding procedures | | ✓ | |
| Experience of whole school leadership initiatives | | ✓ | |
| A thorough knowledge of the National Curriculum for your subject / department | | ✓ | |
| Proven record of innovation and leading change successfully | | ✓ | |
| Evidence of contribution to the wider community | | ✓ | |
| An ability to analyse data and information, identify patterns and trends and to formulate strategies for improving learning | | ✓ | |
| Excellent communication skills, both oral and written | | ✓ | |
| The ability to gain respect of students, staff and parents | | ✓ | |

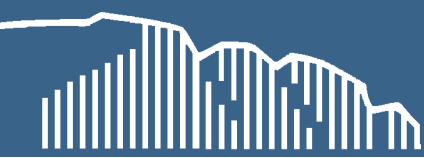


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Person Specification



| Criteria | | Essential | Desirable |
|--|--|-----------|-----------|
| Ability to prioritise, plan and organise own work | | ✓ | |
| Committed to equality of opportunity and the safeguarding and welfare of all pupils | | ✓ | |
| Committed to sustain a safe, secure and healthy College environment | | ✓ | |
| Accountability | | | |
| Proven experience of successful evaluation and accountability and school improvement processes | | ✓ | |
| Experience of successfully securing and raising standards in an inclusive school and working with external agencies locally, nationally and/or internationally | | | ✓ |
| Specific Requirements | | | |
| To demonstrate the suitability to work with children | | ✓ | |
| A commitment to and evidence of promoting diversity and equal opportunities within a school, curriculum and in employment practice | | ✓ | |
| To demonstrate the importance of a work life balance | | ✓ | |



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