

Haggerston School

Information Pack Assistant Head of Year



Aspiration | Creativity | Character

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Haggerston School

Dear Candidate,

Thank you for expressing an interest in working at Haggerston School. We are a successful inner-city community school, with a very diverse student population. You would be joining us at an exciting stage of our development from a Good to an outstanding school. Our aspiration is to become one of the best schools in the country and you could play a key role in realising that vision and ambition.

We are looking for someone who has drive and energy, optimism and belief in themselves and others. Someone who believes that all children and young people can achieve excellence, given the right educational support and crucially, the highest standards of teaching. You will also bring resilience, determination and a motivation to transform the opportunities of young people in all parts of the community we serve.

Haggerston is a great place to work. There is a warm and supportive culture and staff feel valued because the school invests in their professional development and wellbeing. We focus on developing simple, sustainable systems which staff can execute well and consistently because we feel this is the key to long-term school improvement. We want our staff to be positive and energetic, with a real investment in the school so we believe in fostering a culture of healthy work-life balance and strong professional relationships. You would also be working in a Grade II listed building, designed by Erno Goldfinger, in a vibrant part of London.

If you are interested in finding out more about the opportunity to work at Haggerston School, please visit our website. To apply you will need to complete the application form which can be found at: <https://haggerston.hackney.sch.uk/our-school/recruitment/> by 9:00am on **Wednesday, 3rd March 2021**. Alternatively, you can also request and submit your application by email at: recruitment@haggerston.hackney.sch.uk. If you would like any further information or wish to discuss this role, please contact the HR Department on **020 7749 4579** or recruitment@haggerston.hackney.sch.uk.

I look forward to receiving your application.



Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ciara Emmerson', on a light-colored background.

Ciara Emmerson - Headteacher

THE HAGGERSTON WAY - OUR MISSION

Aspiration

We strive to be the best versions of ourselves. We work hard every day to master the knowledge and skills we need to lead successful, fulfilled lives.

Creativity

We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers.

Character

We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.



STAFF REWARDS AND BENEFITS

Incentives:

- Generous **annual leave allowance** for support staff
- **Childcare Vouchers**
- **Cycle Scheme**
- **Tech Scheme**
- **Pension Scheme** - Auto-Enrolment into the Local Government & Teachers' Pension Schemes
- **Season Ticket Loan scheme** (to support with travel expenses)

Professional Development:

- **Performance Appraisal** process enables tailored, personalised professional development
- Access to high quality in-house and external **professional training, including NPQML/SL & NPQH**
- **Annual programme of Leadership development opportunities**, including Leadership lectures and coaching

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- Support to complete further academic study and professional qualifications
- Two INSET days per year devoted to **curriculum planning time** in faculties

Lifestyle & Wellbeing:

- **Health and Wellbeing weeks** - three meeting-free weeks over the course of the year, which include wellbeing events for staff such as yoga, massages and mindfulness classes
- **Healthy Eating Options** - subsidised meals available from the canteen and a designated staff coffee shop selling healthy sandwiches, hot and cold drinks, cakes and pastries
- **Parking** - Onsite car parking facilities and bike sheds
- **Staff counselling service** - Aspace provide a professional service free of charge to staff
- **Occupational Health Service** - Medigold Health provide free health advice and support to staff
- **Access to school 3G pitch** - Staff football after school on Fridays
- **CSSC Sports and Leisure (Civil Service Sports Council)** - Staff are eligible to join for £4.25 per month and gain access to Free Entry to English Heritage sites for the member and family, half price cinema tickets, 2 for 1 Tastecard for use in a range of restaurants, 50% off theme park entry

EQUALITY & DIVERSITY - ACTIVELY BUILDING OPPORTUNITIES FOR ALL

Haggerston is a diverse school community; a strength we celebrate and promote. We are committed to equality of opportunity for all members of the School Community and recognise our duty under the law to oppose all forms of discrimination, including on the basis of disability, gender, pregnancy and maternity, religion or belief, sexual orientation and marital or civil partnership status. We oppose all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language. These beliefs are fundamental to how we think and operate as a school, our commitment to principled leadership, and to the values we teach our students.

We ensure that all policies and practices comply with the public sector equality duty set out in section 149 of the Equality Act 2010. However, we want to go further than meeting our statutory duty. In recognition of the lack of diversity in leadership across the education sector and beyond, we seek to provide opportunities for career development for all staff, including those who are often under-represented, such as women, black and ethnic minority leaders. There are some practical steps we can take to support this, such as welcoming applications from staff proposing job shares, looking favourably upon flexible working and part time requests and providing a range of leadership opportunities within school, such as leadership lectures (including from successful female, black and ethnic minority leaders). We are conscious in our recruitment process to mitigate against unconscious bias and seek, wherever possible to have diverse recruitment panels.

SAFEGUARDING

Haggerston School is committed to Safeguarding Children; we have no higher duty than to ensure student safety and wellbeing, educating students so that they can lead successful fulfilling lives. It is a responsibility shared by all staff, governors and those who visit our school.

We also work with parents, carers, local and national agencies to address concerns and keep children safe from harm and exploitation.

In executing these duties, we undertake to:

- Train all staff (including temporary staff) to develop their understanding of how to recognise the signs and indicators of abuse, to know how to respond to a child who discloses abuse and recognise signs of vulnerability to radicalisation or extremism
 - Support staff who have dealt with issues around abuse
 - Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
 - Encourage the development of self-esteem and resilience
 - Ensure children know that there are adults in the school whom they can approach if they are worried
 - Ensure there is a member of staff designated for the support of 'Children in Care'
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- Include opportunities in the PSHE curriculum for children to develop the knowledge needed to recognise and stay safe from abuse
 - Regularly review and update our procedures, policies and practices
 - Work with parents and carers in partnership to create positive relationships that safeguard children and support families
 - Work with agencies to share information and support families
 - Ensure robust safer recruitment processes are in place at all times, including for temporary staff and visitors to the school site.



The strong sense of community across the school ensures that differences are recognised and celebrated.

OFSTED, 2017



Haggerston School

Post Title: Assistant Head of Year
Status: 36hrs per week, Term time only
Grade: PO2
Line Manager: Head of Year

Job Purpose

To provide support to the Head of Year in their professional leadership and management of the year team and student cohort. To support the Head of Year in managing, leading and developing systems and procedures to secure improved standards of learning and achievement for all students in the cohort.

Dimensions of the post

Working with pupils to raise their achievement, via individual, group and whole cohort interventions

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Partnership working with teams of tutors
Partnership working with teaching staff
Liaison with external agencies Partnership working with external agencies
Home-school liaison
Support for the implementation of school behaviour and pastoral systems
Working within the Safeguarding team to ensure highly effective support for student safety and welfare

Staff - liaison with staff

Head of Year and their team of tutors
Curriculum support staff, where appropriate
Teaching staff, including Heads of Faculties
Student Support Services
Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

The following is only an outline of the duties and responsibilities of the post, which may change from time to time. This job description may be altered from time to time following consultation with the post holder in line with the changing needs of the School.

Principal Accountabilities

1. To monitor and evaluate student progress, via tutors and teaching staff, in order to promote pupil achievement and make a measurable contribution to the cohort/whole school targets.
2. To contribute to improvement plans as part of the whole school improvement plan (SIP), actively involving all tutors in their design and execution.
3. To ensure that team members and students understand and are actively implementing the key aspects of the schools values, beliefs and agreed policies, including the school's behaviour, safeguarding and inclusion policies.
4. To maintain records and provide feedback for and about students in a way that recognises best practice, supports their progress against their targets and has a measurable impact upon learning.
5. To work closely with the Inclusion team to maximise the opportunities and achievement of vulnerable pupils.
6. To work closely with the Head of Year in their principal accountability for the progress and achievement of pupils in the cohort.
7. Promoting behaviour for learning and identifying any barriers to each student's learning in order to target support from school resources, Inclusion team, School/Home Support Service, Learning Mentors and external agencies.
8. To work closely with external agencies to support vulnerable students including those on the At Risk, Looked After Child and Child Protection register.

MAIN DUTIES AND RESPONSIBILITIES

- To work with the Head of Year to ensure a coordinated approach to the management of learning, assessment, recording and reporting for the cohort, in line with whole school policies.
- To work with the Head of Year to ensure a coordinated approach to the management of attendance and punctuality to school and behaviour in line with whole school policies.

- To ensure there is accurate information about student's attendance and punctuality including reasons for non-attendance and/or poor punctuality.
 - To cover for the HOY in their absence when offsite/timetabled for teaching and meetings.
 - To act as a Nominated Safeguarding Child Protection Advisor.
 - To support a team of tutors and support staff in meeting the learning and pastoral needs of students in the cohort.
 - To support the Head of Year to plan and organise parents' evenings and other school events.
 - To work with the Head of Year in the day-to-day management of the cohort and the tutor team.
 - To assist with the planning of year team meetings and present on items when required.
 - To cover lessons/tutor time where required in the event of staff absence.
 - To implement and develop systems and procedures in order to secure improved standards of learning and achievement for all students in the cohort as directed by the Head of Year.
 - To work with the Head of Year to ensure that the team has a consistent approach to work with all students including those on the SEN, EMA and More Able and Talented registers and that this is followed up in year team practices and documentation.
 - To work with the Head of Year to ensure a coordinated approach to promoting safeguarding practices in the school, and to carrying out the Child Protection policy.
 - To facilitate and supervise educational visits and other events, such as as extra-curricular activities.
 - To monitor and evaluate the tutor time activities through line management of staff, observing the use of tutor time and oversight of students' progress.
 - To ensure effective transition between Key Stages through working closely with key staff members and external agencies.
 - To keep informed of developments relevant to the academic achievement and well-being of students.
 - To develop effective liaison with the Inclusion team and Heads of faculty to ensure and support appropriate intervention for identified students at risk of underachieving, and to ensure that the educational needs of all students are met.
 - To ensure that all behaviour concerns are dealt with effectively and in line with school policy.
 - To support the implementation of strategies for celebrating student achievement, e.g. regularly informing relevant parties in school and families.
 - To co-ordinate and write/support the writing of Report Cards, Pastoral Support Plans, and input into Individual Education Plans as appropriate.
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- To regularly analyse and evaluate data to ensure that each designated year group is on track towards targets set and identify and implement intervention strategies to support progress.
 - To track and monitor attendance, punctuality and extended leave of students in order to identify students for appropriate intervention strategies to ensure school targets are met.
 - To inform parents quickly on concerns regarding progress with learning or behaviour reported through the use of data.
 - To maintain a disciplined, calm and productive learning environment around school, whilst on duty and during detentions and study centre supervision.
 - To attend appropriate meetings and to provide opportunities for ideas/information to be fed back to and discussed with all team members.
 - To attend Core Group and Child Protection meetings as and when required and as directed by the Head of School and Heads of Year.
 - To facilitate and coordinate professional and multi-agency meetings as directed by the Head of Year.
 - To ensure that the general environment within the tutor team area is in keeping with Health and Safety procedures and that the furniture requirements and the general environment is kept in good order, reporting any concerns to the person in charge of premises and facilities.

General

- Undertake additional tasks as required from time to time to support the growth and operational requirements of the faculty/team.
- Participate in the regular review of this job description.
- Attend any first aid training as directed by SLT and the needs of the school and act as First Aider on rota basis.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title. The post holder will be expected to work flexibly and carry out all duties in compliance with the school and learning Trust policies.

I acknowledge that I have seen, understood and received a copy of the job description.

Signed by Employee: _____

Print Name: _____

Date: _____

PERSON SPECIFICATION

Assistant Head of Year

Qualifications:	
● Relevant Level 2 qualifications, including Maths and English GCSE	E
● Evidence of continuing professional development.	E
● Degree or equivalent	E
Experience:	
● Producing and presenting written reports	E
● Multi-agency working	E
● Managing and implementing recording and reporting systems	E
● Successful involvement in implementing and evaluating initiatives to raise achievements	D
● Experience of working with young people aged 11-19 with a range of needs	E
● Experience of working with families	E
● Developing, implementing and reviewing intervention plans for pupils	D
● Budget management	E
● Developing, implementing and evaluating action plans	D
Management and leadership skills:	
● The ability to motivate and lead people	E
● The ability to plan collectively.	E
● The ability to build good relationships with all students and adults	E
Professional knowledge and understanding:	
● Evidence of knowledge, understanding and enthusiasm for the personalised learning agenda	E
● Understanding of transition issues between Key Stages	E
● Understanding of the 11 to 19 curriculum	D
● Knowledge and some experience of self-evaluation	D
● The ability to use ICT effectively to support tasks and activities	E
● Knowledge and understanding of issues pertinent to an urban school	E
Skills, abilities and personal qualities:	
● The ability to promote and maintain the highest standards in all aspects of the work in the school.	E
● Team player with energy, enthusiasm and perseverance.	E
● Very good organisational skills, encouraging positive collaborative working practices	E
● Good communication and literacy skills	E
● Mentoring and coaching skills, showing ability to be both constructive and critical	D
● Ability and skills to manage change	D
● Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools.	E

E: Essential

D: Desirable

Assistant Head of Year

Permanent, term-time only

Scale PO2: £38,442 to £39,462 pa FTE (£33,170 to £34,050 actual salary)

Start date: Immediate start

We are currently seeking an outstanding Assistant Head of Year to provide professional and administrative support to the Head of Year and pastoral leadership to a year group of students. You will contribute to the management and development of systems and procedures to improve the standards of achievement, behaviour and personal development for a specific student cohort.

Haggerston School was judged 'good' by OFSTED in October 2017. The OFSTED report noted: "Staff have high morale. They are proud to work at the school and feel that leaders support them in a variety of ways. These include providing training to meet their individual needs."

We are looking for someone who:

- has excellent literacy and numeracy, educated to degree level
- has successful experience of working with young people and their families
- is able to build good relationships with students and adults
- is a highly organised administrator, able to use ICT effectively to support tasks and activities

We can offer you:

- a school committed to your professional development
- work in a team where your skills, enthusiasm and hard work will be appreciated
- a high quality physical environment - a grade II listed building with excellent facilities

If you are passionate about providing young people with a safe, supportive environment in which to ensure their success, we want to hear from you.

Download an application pack from the school's website or you can request one by contacting the HR department via e-mail: recruitment@haggerston.hackney.sch.uk

Application forms can also be returned to HR via email.

Application closing date: 9am on Wednesday 3rd March 2021
Provisional Interview and Assessment: Monday 8th March 2021

We are a diverse community. committed to equality, and welcome applications from candidates from black and ethnic minority backgrounds.

Haggerston School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce. All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.



APPLICATION AND RECRUITMENT PROCESS - EXPLANATORY NOTE

Application Form

- Applications will only be accepted from candidates completing the enclosed application form in full.
- Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.
- The successful applicant will be required to complete an enhanced Disclosure from the Disclosure and Barring Service (formerly known as the Criminal Records Bureau).
- We may seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any safeguarding (child protection) allegations or concerns and, if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although he/she may, where appropriate, answer not applicable if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you are selected, and possible referral to the police and/or the Disclosure and Barring Service.

Invitation to Interview

- If you are invited to interview this will be conducted in person and will explore any safeguarding issues and suitability to work with children as well as your previous employment record.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- receipt of at least two satisfactory references (if these have not already been received)
- verification of identity and qualifications
- Barred List Check

- a satisfactory enhanced Disclosure and Barring Service check
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCSF Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of a probationary period

WARNING

Where a candidate is:

- found to be on the Barred List, or the enhanced Disclosure and Barring Service disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children,

the facts will be reported to the Police and/or the Disclosure and Barring Service.