



## **Information for Applicants**

**Assistant Headteacher  
(Personal Development)**

**Salary Grade: L10 - 14**

**Permanent**

**Full-time**

**Starting in September 2024**

**Tadcaster Grammar School  
Toulston  
Tadcaster  
LS24 9NB**

**Telephone: 01937 833466**

**Headteacher: Mr A Parkinson**

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22nd April 2024

Dear applicant,

Thank you for expressing an interest in applying for the post of Assistant Headteacher (Personal Development).

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 this 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 entry into the STAR MAT in 2018 has strengthened our ability to collectively ensure all students enjoy their learning and wider school experience across the 4-19-year-old age range.

The role of Assistant Headteacher (Personal Development) is pivotal to our ongoing journey to make TGS the very best place for each individual student to achieve and be happy and healthy. You will be joining an experienced senior leadership team with the highest commitment to providing the very best education and care. The job description for the successful candidate will be primarily centred on personal development, although the person taking up the post must have the knowledge, experience, intellect and flexibility to undertake any reasonable leadership brief as and when the need arises. Working in senior leadership means that a member of staff commits to far in excess of 1265 hours per year and should, within reason, prioritise the needs of the school at all times. We take staff workload and wellbeing seriously in the school and the Trust. The post would most likely suit a candidate who has significant, recent and relevant experience of the personal development brief at whole-school leadership level, who has recent experience beyond one school and is looking to broaden their professional development further. We are interested in applicants who are inspirational teachers and who can offer complementarity to our existing extended leadership team.

The successful candidate will be well supported into this role but there will be a strong expectation that they will master their brief in a timely manner and quickly start evidencing impact within and beyond their job description. Our staff, parents and governors rightly have the very highest expectations of the senior leadership team and if you join the school you will be expected to model exacting standards in all aspects of your practice. The servant leadership model perhaps captures the default way the successful candidate, in company with all senior leaders, should operate within this job role. In addition, you will be expected to lead with ethicacy and authenticity at all times.

I hope the information within this pack shapes your thinking and gives you the guidance to help you apply. I look forward to the possibility of meeting you soon.

Yours faithfully,

**Mr A Parkinson**  
**Headteacher**

## THE SELECTION PROCESS

### How to Apply

If you wish to apply for the post of Assistant Headteacher (Personal Development) at Tadcaster Grammar School:

Please submit a letter (no more than 2 sides of A4, Calibri font size 11, 1.15 spacing), detailing how your current experience and qualifications fit the role of Assistant Headteacher (Personal Development). Please structure your letter as a response to the following 3 sections of the Job Description for the post only (PAGE 12):

- Experience
- Skills and knowledge (Generic)
- Skills and knowledge (Special to role)

Use a maximum of 3 case studies from your current/past practice.

Part of the shortlisting process will assess applicants' ability to communicate effectively and accurately in the written word using standard English. Your audience will be SLT and school governors. When completing your letter, please remember that 'less is sometimes more'.

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### TIMETABLE FOR THE SELECTION PROCESS

- Post advertised: Tuesday 23rd April 2024.
- Informal tour of school/meet with a member of SLT (not compulsory):
  - Monday 29th April 2024- 3.45-4.30
  - Wednesday 1st May 2024 - 3.45-4.30
  - Friday 3rd May 2024 - 9.00-11.00

Please contact Mrs N Clarke (Headteacher's PA) to arrange an appointment:

[n.clarke@tgs.starmat.uk](mailto:n.clarke@tgs.starmat.uk)

- Closing date for applications: 9.00 am Wednesday 8th May 2024. Late applications will not be accepted.
- Short listing: Wednesday 8th May 2024.
- Invitation to selection day: Wednesday 8th May 2024, or as soon thereafter.
- Selection day: 8.15 start, Tuesday 14th May 2024.

Please note that the selection day will extend to at least 5.30pm.

**JOB DESCRIPTION**  
**All Teaching Staff: Generic**

<b>RESPONSIBILITIES AND KEY TASKS</b>	
<b>Specific Responsibilities – All Teaching Staff</b>	<p>Teachers should work with their Curriculum Team Leader, whilst taking direct responsibility for the following:</p> <ul style="list-style-type: none"> <li>● To uphold the aims, policies, procedures and ethos of the school.</li> <li>● Work in accordance with the Teacher Standards (2012) <a href="#">Teachers' Standards</a>.</li> <li>● Work within the School Teachers Pay and Conditions Document</li> <li>● Teach as directed throughout the school subject to appropriate training.</li> <li>● To be accountable for students' attainment and achievement.</li> <li>● Contribute to and implement the annual School Improvement Plan and agreed policies.</li> <li>● Monitor, expect and improve progress in student learning.</li> <li>● Participate in the pastoral management of the school as requested.</li> <li>● Take part in appraisal procedures outlined in an agreed school policy.</li> <li>● Take responsibility for their own professional development.</li> <li>● Plan and deliver lessons using a range of strategies to meet students' individual learning needs.</li> <li>● Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school.</li> <li>● Set and mark homework according to the school and subject policies.</li> <li>● Mark, assess, record and report on students' achievements, setting appropriate targets for improvement.</li> <li>● Meet deadlines for reporting, marking, submission of assessment data, coursework, marks and forecast grades.</li> <li>● Prepare students for examinations, taking part in standardisation and moderation activities required within the subject and by examination boards.</li> <li>● Contribute to the development of schemes of learning, school and subject policies as appropriate.</li> <li>● Attend and contribute to appropriate meetings and professional development activities.</li> <li>● Contribute to the process of subject self-evaluation and improvement planning.</li> <li>● Undertake whatever other duties might reasonably be requested by the Headteacher or Curriculum Team Leader.</li> </ul>
<b>Specific Responsibilities – Form Tutors</b>	<ul style="list-style-type: none"> <li>● Take responsibility for day to day discipline routines and attendance in their form group.</li> <li>● Review and discuss students' work and welfare, setting targets as necessary.</li> <li>● Promote good behaviour and positive attitudes at all times.</li> <li>● Support form, year, and house activities as appropriate.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>● Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate</li> <li>● This STAR MAT is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this</li> </ul>

	<p>commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>● To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● Know about data protection issues in the context of your role.</li> <li>● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● Within own area of responsibility work in accordance with the aims of the Equality Policy, treating people with respect to their diversity, culture and values</li> <li>● The STAR MAT is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● The STAR MAT requires that staff offer the best level of service to their stakeholders and behave in a way that ensures their confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>

**JOB DESCRIPTION**  
**ASSISTANT HEADTEACHER (Personal Development)**

<b>Post Title:</b>	Assistant Headteacher: Personal Development
<b>School:</b>	Tadcaster Grammar School
<b>Pay Range:</b>	L10 - 14
<b>Line Manager</b>	Deputy Headteacher

**Main Purpose of the Post**

- To play a lead role in formulating the strategic direction of the school and establishing the policies and procedures through which this will be achieved, notably the further development of an outstanding Personal Development programme 11-18 (See indicative detailed job description below).

**Duties and Responsibilities**

**School improvement**

- Play a leading role in the school improvement and school self-evaluation processes;
- Lead by example to motivate and work with others;
- In partnership with the leadership team, lead with ethicacy and authenticity when implementing and managing change initiatives;
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

**Teaching**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community;
- Lead the development and delivery of training and support for staff;
- Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented, monitored and evaluated;
- In partnership with the leadership team, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school;
- To support in the development and reviewing of systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.

**Professional development**

- Support the development of collaborative approaches to learning within the school and beyond;
- Support the induction of staff new to the school and those being trained within the school;
- Participate as required in the selection and appointment of teaching and support staff;
- Be an excellent role model for both staff and students in terms of being reflective and demonstrating a desire to improve and learn.

**Organisational management**

- Support with regular reviews of the personal development programme to ensure statutory requirements are being met and improved on where appropriate;
- Manage HR and other leadership processes as appropriate e.g. sickness absence, investigations, disciplinary, capability;
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school;

- Be a proactive and impactful member of the senior leadership team;
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate;
- To undertake any professional duties, reasonably delegated by the Headteacher.

#### **Governance and accountability**

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards;
- Support the Headteacher in reporting the school's performance to its community, governors and partners;
- Promote and protect the health and safety welfare of students and staff;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school and Trust.

#### **Working in partnership**

- Develop and maintain contact with all external partners who can enhance the personal development offer in school;
- Promote the positive involvement of parents/carers in school life;
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties;
- Strengthen partnership and community working;
- Promote positive relationships and work with colleagues in other schools and external agencies.

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.

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.



**Indicative detailed job description (for illustration purposes only)**

<p><b>Personal Development:</b></p> <ul style="list-style-type: none"><li>- Life Skills oversight</li><li>- CEIAG oversight</li><li>- RSE</li><li>- SMSC oversight</li><li>- British Values</li><li>- Equalities &amp; Diversity</li><li>- Lesson 1 oversight</li><li>- Assembly Programme</li></ul> <p>House Champion Team:</p> <ul style="list-style-type: none"><li>- Co-curricular engagement</li><li>- Character development</li><li>- KS3 'Tad Passport'</li><li>- Mental health strategy</li></ul> <p>Enrichment Week</p> <p>Anti-bullying strategy</p>
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'Oversight' indicates that there is currently another staff member with the lead for this area.

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.

As part of the STAR Multi Academy Trust we pride ourselves on the work that we do supporting young people and welcome all applications. Visit the [website](#) for access to our recruitment policies.

The STARMAT is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

More information can be found on the STARMAT website [HERE](#)

**PERSON SPECIFICATION**  
**All Teaching Staff: Generic**

Essential upon appointment	Desirable on appointment
<b>Knowledge &amp; Skills</b>	
<ul style="list-style-type: none"> <li>● Thorough knowledge and understanding of the subject specialism and how it can be effectively taught across the spectrum of age and ability.</li> <li>● Good knowledge of curriculum development and improvement in your subject area, together with a willingness to contribute to schemes of learning.</li> <li>● Confident about using data systematically to evaluate performance, together with an ability to monitor and assess progress and provide feedback to students.</li> <li>● Proven, excellent teaching and classroom management skills and an ability to relate well to and motivate <i>all</i> students.</li> <li>● An understanding of how students learn and improve their skills, knowledge and understanding.</li> <li>● Excellent verbal, written and communication skills.</li> <li>● Understanding of current research into teaching and learning, and can demonstrate how this has been used in the classroom.</li> </ul>	
<b>Qualifications &amp; Experience</b>	
<ul style="list-style-type: none"> <li>● Qualified teacher, with a proven track record of good or better teaching</li> <li>● Excellent classroom practitioner with a relevant degree (or equivalent) and experienced subject specialist to the 11-18 age group.</li> <li>● Understanding of the importance of the planning, delivery, assessment cycle.</li> <li>● Able to demonstrate a variety of approaches to teaching and learning.</li> <li>● To have a clear understanding of the National Curriculum and its application.</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of relevant Continued Professional Development or keeping abreast of recent developments in pedagogy.</li> <li>● Experience of working with pupils with additional educational needs and demonstrates an ability to ensure inclusion.</li> <li>● Knowledge or understanding of strategies to support children with SEND.</li> </ul>
<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>● A professional approach to all aspects of the role as per the <a href="#">Teachers' Standards</a></li> <li>● A willingness to model the 4 core staff values of the school.</li> <li>● Demonstrates enthusiasm, drive and energy to achieve results.</li> <li>● Make a positive contribution to the wider life and ethos of the school, including extracurricular activities.</li> <li>● Commitment to work as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate sense of humour</li> </ul>

<ul style="list-style-type: none"> <li>● Ability to filter, judge and act decisively.</li> <li>● Ability to work in a way that promotes the safety and wellbeing of children and young people.</li> <li>● Flexible, able to cope with change.</li> </ul>	
<p><b>Other Requirements</b></p>	
<ul style="list-style-type: none"> <li>● Enhanced DBS Clearance.</li> <li>● Ability to use initiative and take responsibility for own Continuing Professional Development.</li> <li>● Motivation to work with children and young people.</li> <li>● Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>● Emotional resilience in working with challenging behaviours and attitudes.</li> <li>● Ability to use authority and maintain discipline.</li> <li>● An empathy for equality &amp; diversity.</li> <li>● The ability to converse at ease with stakeholders and provide advice in accurate spoken English.</li> </ul>	

**PERSON SPECIFICATION: Assistant Headteacher (Personal Development)**

<p><b>Qualifications and training</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>● Qualified teacher status (QTS).</li> <li>● Evidence of recent and relevant accredited and nationally recognised professional development in preparation for senior leadership e.g NPQML.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>● Evidence of recent and relevant accredited and nationally recognised higher professional development in preparation for senior leadership e.g NPQSL and/or Level 7 qualifications (e.g. MA, MSc etc), or in progress.</li> </ul>
<p><b>Experience</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>● Mastery of the Teachers’ Standards.</li> <li>● Successful leadership and management experience in a 11-18 school at a middle/senior leadership level.</li> <li>● <u>Recent</u> experience of at least one other secondary school, ideally a 11-18 school, at at least middle leadership level.</li> <li>● Leading whole school initiatives with evidence of recent and relevant impact.</li> <li>● Direct involvement in school self-evaluation and improvement planning.</li> <li>● Effective line management experience of teams.</li> <li>● Significant experience of contributing to effective staff development.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>● Experience of <u>whole school</u> leadership projects or posts beyond your core remit e.g. student voice/council, D/DSL.</li> <li>● Experience of whole school safeguarding strategies e.g. as a deputy DSL, or similar.</li> </ul>
<p><b>Skills and knowledge - generic</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>● Deep understanding of effective teaching and learning, and the ability to model this for others and support others to improve.</li> <li>● Ability to work under pressure and prioritise effectively, often in an environment with competing and conflicting deadlines.</li> <li>● Recent and successful experience of building and leading teams.</li> <li>● Highly effective intrapersonal and interpersonal skills.</li> <li>● Outstanding written and oral communication skills.</li> <li>● Ability to communicate and model a school or Trust’s vision and values and inspire others</li> <li>● Ability to build effective working relationships.</li> <li>● The ability to prioritise work tasks and to keep ‘a strategic eye’</li> </ul>

<p><b>Skills and knowledge - special to role</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>● Deep knowledge and understanding of the purpose of the Personal Development student entitlement in a large secondary school (11-18).</li> <li>● Demonstrable recent experience of areas associated with the Personal Development agenda e.g. CEIAG, RSE.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>● Recent and relevant experience leading and managing in the areas of leadership practice and accountability in the areas currently defined by Ofsted as: Personal Development.</li> </ul>
<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>● A service-centred approach to all elements of your practice - students should be considered first.</li> <li>● A willingness to commit to, and be held accountable to, the vision and values of Tadcaster Grammar School and the STAR MAT.</li> <li>● Commitment to maintaining confidentiality at all times.</li> <li>● Personal 'presence' and self-confidence.</li> <li>● Capacity to be reflective and self-critical (and the courage to ask for assistance when needed).</li> <li>● Confidence in managing your own and others' workload and wellbeing.</li> </ul>

# SCHOOL VISION & VALUES



## OUR VISION *(Our cause; our key belief)*

<b>Be Your Best Self</b>	<p>We want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should be able to achieve fulfilment in their current and future lives.</p>
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## OUR CORE VALUES *(These should be seen, experienced & lived)*

**Staff** are guided by the following **values** which underpin everything we do, every day:

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

All **students** are expected and supported to show the following **values** every day:

<b>Ambition</b>	To have a desire to achieve success.
<b>Resilience</b>	To show a determination to achieve success
<b>Responsibility</b>	To take ownership for their actions and work in and out of school.
<b>Respect</b>	To be considerate to themselves and others.