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| The Beacon of Light School |
| Information for applicants for the role of Curriculum Leader for English & Literacy |
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Dear Candidate

Thank you for the interest that you have shown in the position of Curriculum Leader for English & Literacy at the Alternative Provision School at the Beacon. We are very excited about the proposed school as we are convinced that it will provide life changing opportunities to the young people who attend, of course in terms of improved educational outcomes but also in the longer term outcomes of training, work and economic wellbeing.

We are very fortunate in that we have a sound platform from which to build. The galvanising power of football brings together the very impressive track record of the Foundation of Light with the commitment of our many education and business partners. This, together with a facility in the state of the art community facility which will be Beacon of Light provides us with an exceptional opportunity to make a real and sustained difference to the lives of young people.

The catalyst to our success will, of course, be an exceptional educational team and so we are looking to appoint strong, talented, inspirational staff to work alongside the Principal and her Senior Leadership Team to lead this exciting development. As this will be dual registered provision, the successful candidate will have the particular skills and understanding to work with partner schools, academies and LAs in delivering improved educational outcomes. Working with a committed, experienced and challenging Board and Trustees will provide the successful candidate with what we expect to be a career defining opportunity, providing leadership within a ground-breaking provision which will manifest how enhanced educational opportunities provided to young people through alternative provision can enable meaningful and sustained transition and better futures.

Included in this pack you will find information about the Foundation of Light. Although the school will be a separate entity with separate governance and accountability, there will be an ongoing connection through shared vision and values. Also included in the pack is information about the Beacon of Light, an iconic and inspirational centre for education and sport, within which the school will be located, providing the opportunities for real access and engagement beyond the dedicated and safeguarded school area. Finally, we have included an information document ‘Sunderland Centre of Opportunity – Alternative Provision School’ which includes extracts from the initial successful free school submission. Of course, this was constructed at a previous point in time and we look forward to supporting the Beacon of Light School Senior Leadership Team in refreshing the vision and associated detailed planning of a curriculum to deliver this vision.

The opening date for the school is September 2016. The initial opening will be in temporary accommodation with a move to the Beacon of Light in 2017. The Principal will lead and manage both phases of the development, with the support and guidance of the Senior Leadership Team and Curriculum Leaders.

I do hope that this gives you a clear picture of our expectations and aspirations for the school. However, if you would like to discuss any aspect further please contact Denise Taylor, Principal Designate, (denise.taylor@foundationoflight.co.uk) who will answer any questions you may have about this exciting opportunity.

Appointing the right person to become an important part of this forward-thinking team is crucial to us. If you think you are that person we look forward to receiving an application from you!

Yours sincerely

Y:\governance\Signatures\RSM's signature.tif

**Sir Bob Murray CBE**

**Chairman – Foundation of Light**

**Core Values of the Sponsor - Foundation of Light**

**We work as a team**

We work together to achieve our goals. We trust and respect each other. We share information and experience. Individuals are empowered and encouraged. We respect diversity of opinion and different ways of working. We employ an effective use of resources.

**We are professional**

We behave with the highest standards of professionalism towards others when we are in the classroom, on the playing field and in the workplace. We have a strong ethos of promoting inclusion. We pride ourselves on our high operating standards and a constant dedication to developing and nurturing expertise.

**We are proud of what we do and dedicated to achieving our goals**

We show dedication, integrity, strength and determination in achieving our goals. We are committed, driven and ambitious in setting and achieving high standards. We will never settle for second best and always give our all. Our passion, enthusiasm and conviction for what we do is conveyed to everyone whose lives we touch. We communicate what we do effectively at every opportunity.

**We are progressive and forward thinking**

We are open-minded to opportunities that develop our organisation’s vision. We relish change and will continuously strive to increase the quality of what we do. We will be leaders in our sector by encouraging and promoting innovation and creativity.

**We are fully committed to achieving the best for our customers and communities**

We believe that hopes and dreams provide the motivation and desire to achieve. We work tirelessly to be that spark that ignites the fire of ambition in others. Through football and sport, we will do our utmost to enable individuals to have more opportunity, understand their own life possibilities and stretch their capabilities; so building strong and healthy communities. We always seek to deliver value for money whilst maintaining the highest quality of service.

**We are passionate and enthusiastic**

We are passionate about enabling people to develop a sense of dignity and pride in themselves and their communities. We have a positive outlook which inspires others. We are hardworking, responsible and pioneering. We will engage, inspire and enlighten to make a real difference to our community.

**The Beacon of Light School**

**Vision**

A life-changing school where education and opportunity leads the way to a brighter future

**Mission**

Using the passion for football and power of education to change lives and create an inspirational journey of self-discovery, which motivates and encourages young people to learn and be more.

**Aims**

* To change every life for the better
* Educate each student as an individual
* Aim high and value the pursuit of excellence
* Recognise measures of success are different for every person
* Promote opportunity and diversity
* Take pride in and celebrate achievement and success
* Foster dignity, respect and fairness
* Instil optimism confidence, positivity and sense of self-worth
* Create unique learning and work experience opportunities with respected employers

**Ethos**

* The school will be a professional learning environment where the individual needs of individual students are being appropriately met.
* The school will be a place where young people are nurtured, a place that offers a vibrant and stimulating working environment that will inspire students to learn, achieve and make progress. Students will be inspired by their surroundings to gain new skills and achieve the best qualifications they are capable of achieving to help them to progress further in life. We want to deliver a curriculum and learning experience which succeeds where others have not been able to.
* Students will be supported by a team of staff who will motivate and engage students by using teaching methods and real-life situations in order to help them to progress further post-16. Where appropriate sport and the motivational brand that is Sunderland Football Club will be part of the enrichment opportunities for the students but enrichment opportunities will not be solely restricted to sport, they will be broad and varied.
* A challenging and appropriate curriculum for all students whilst helping them develop as young adults, ready and equipped to move forward into the next phase of their lives.
* We want to break down any barriers to learning. We believe in equipping students with the life-long ability to make appropriate choices in particular situations, supported by them having a continuing interest in learning and self-development.
* We want our learners to be reflective in their thinking, to have the ability to understand a situation, the judgement to then decide upon the right thing to do and finally the ability, expertise and experience to make the correct plan and then to deliver it successfully. A personal development/mentoring programme will be crucial in this regard drawing upon the already successful Tackle It and Kicks programmes run by the Foundation which are supported by Sunderland City Council and the Premier League respectively.
* It is essential that students acquire the enormously important qualifications to help them progress on their chosen pathway post-16 but also develop a detailed understanding of how to set appropriate goals or targets for themselves and how to then plan and deliver a suitable strategy to achieve those targets. In addition, students will be flexible enough in their approach to be able to adjust and alter their plans in light of changing circumstances. This ability to adapt will be built in throughout the whole curriculum.
* Students will take personal responsibility for their own development and progress and to recognise life-long learning as a normal and natural outcome. We believe our students will be better qualified academically and personally after a placement with us to progress on post-16 with greater confidence and flexibility to address the challenges they will face. We want our students to develop the positive attitudes required to support them moving post-16 and to have the employability skills which will ensure that there is less chance of them becoming NEETS in the future.

**Aspirations of the Beacon of Light School**

The Beacon of Light School has the following key aspirations.

1. To improve the level of academic achievement, including GCSEs
2. To improve levels of vocational qualifications and employability skills enabling students’ successful transition into further education or work
3. To engage students in learning so that they want to attend each day and as a result their attendance increases
4. To equip students with the necessary skills and confidence that will help them deal with different situations and contexts
5. To provide for students the level of outstanding teaching that they deserve
6. To engage with students, families, outside agencies and commissioners to ensure that the needs of the individual are met
7. To increase the number of students who want to take part in optional enrichment activities

**The Beacon of Light School - Curriculum Overview**

The curriculum at the School at The Beacon will offer an education suited to students’ capabilities including opportunities to take appropriate qualifications on par with mainstream peers. It will be broad and balanced for the students aged 13-16 and clearly focused towards the outside world of work. It will enable students to overcome barriers to learning, to be able to engage meaningfully in their learning and to develop the attitudes and skills necessary to help them avoiding becoming a NEET statistic. Through the extensive business links of the Foundation of Light, students will have opportunities to access real-life learning through work experience in a variety of settings whilst there will be clear progression pathways for the young people as they move onto education or training post-16, a goal supported through the Foundation of Light’s membership of the Sunderland City Provider Network which is a group of work based providers and Sunderland FE College working together to secure effective provision and support for young learners.

**Year 9 Students**

For those students in Year 9 admitted to the School at The Beacon, they will embark upon up to a flexible, but potential 12-week placement. The overarching aim of the programme is to break down barriers, whatever those barriers might be. The programme seeks to improve behaviour and attitudes to learning, to improve basic core skills and to seek to improve the student’s self-esteem and sense of belonging. The end goal being to reintegrate them back into the host school.

**Key Stage 4 Students**

As a result of discussions with Head teachers three different pathways are being developed for students in Key Stage 4. In all discussions around a Key Stage 4 placement there will be a ‘risk assessment’ with the host school at the outset to ensure that when the student returns to their host school at the end of the placement that their access to their school based curriculum has not been endangered.

**Short Term Placements**

Following the initial needs assessment if a student embarks on a short term placement, perhaps up to a term, the following curriculum outline might apply.

• GCSEs in English, Maths, Science and ICT (provision could be made for Additional Science if that was appropriate for a student)

• The opportunity to achieve a minimum of three vocational credits within the following areas: Sport, Business and Administration, ICT, Media and Communications and Child Development.

• Personal and Social Development together with Information, Advice and Guidance including careers. The Tackle It and Kicks projects briefly described below will be part of the experience for Key Stage 4 students

• Access to sport and enrichment activities

• The opportunity for one day a week of work placement

**Longer Term Placements**

Following the initial needs assessment if a student embarks on a longer term placement the following curriculum outline might apply.

**Part-Time Work Based Placements**

This arose from a number of schools who felt that certain students would benefit from a regular period of time away from the school environment experiencing real life work experience for 1.5 or 2 days each week. For those students the following provision might apply

• 1 day a week work placement which begins with a carousel experiencing the range of vocational areas mentioned above before settling on a specific work based area for a longer term period

• 0.5 days a week following some vocational training to achieve credits towards Technical Awards.

• Possibly an additional 0.5 days a week of personal development work and IAG.

**Track Record of Foundation of Light**

The Foundation has experience of successful short-term alternative provision. (**Pitstop**) aimed at young people aged 11-16 years, providing a practical, safe, stimulating and potentially life-changing environment for those marginalised from mainstream education and requiring planned intervention. This helped change attitudes and behaviours and improve life chances. It was award winning in respect of its innovative approach.

The objectives of Pitstop have been:

• Provide opportunities for lifelong learning

• Help raise levels of Maths, Literacy and ICT

• Develop knowledge and understanding of relevant issues

• Challenge attitudes and behaviours in a safe environment

• Develop skills, confidence and self-worth

• Provide smooth re-integration back into mainstream education

• Improve motivation and self-esteem

Both the Local Authority and local Schools and Academies currently commission places at this short-term provision. Thus far Pitstop has served 600 young people with 94% successfully completing their placement and returning back into mainstream education. However, in discussions over the last 18 months there has been a desire from the LA and the Schools and Academies for the Foundation to consider offering longer-term provision if appropriate, which for students at Key Stage 4 would include access to up to five GCSEs, vocational qualifications and opportunities and real-life learning in the form of work experience or voluntary activities. This initial view in fact developed considerably during consultation with schools.

An integral part of the new provision is that the Pitstop provision as it is currently delivered would close and be replaced by alternative provision in the new school.

Other programmes that provide evidence of ability to work with targeted young people include: **Back on Track**, an employability programme for young people not in education, employment or training demonstrating in its initial pilot, of 48 learners, 79 qualifications were achieved and 34 went on to a successful end result, 14 of them into employment; and Kicks, a youth programme delivered in six geographical areas that has seen anti- social behaviour drop in some areas by 75%.

**Improving Futures** is a successful programme designed to raise attainment levels of primary children in disadvantaged families. It uses a multi-agency approach to deal with family issues and is being evaluated as national good practice.

**An exciting new opportunity in an exciting new building**

The school will open with 40 students in September 2016 and operate from facilities in the Education area of the Foundation inside the Stadium of Light. However, from September 2017 the school will be based in the new Beacon of Light.

The Beacon is to be built on land already acquired, adjacent to the Sunderland Stadium of Light and the Sunderland Aquatic Centre, and will comprise a range of flexible learning zones which will be technologically and digitally advanced and able to offer a range of experiences. The development will encompass a sport and play zone, a world of work zone, a health and wellbeing zone and, if the application is successful, the Alternative Provision Free School. Whilst being a stand-alone institution, the Free School will be very much part of a wider and cohesive community strategy which in turn is supported by many local agencies.

The successful candidate will play a significant role is influencing the design of the school premises. They will work closely with the architects and have a central role in identifying the ICT and fixtures and fittings required to create a successful school in the Beacon.

**The expected student intake**

The young people for whom the Beacon of Light School is intended are those who are disengaged with mainstream provision. Young people who maybe are displaying behavioural issues and who perhaps are also developing an attendance problem and who as a result are not making expected levels of progress. Based upon historic referrals to both Pitstop and the local PRU, issues of low level disruption and poor behaviour will also be a feature of some of the students referred whilst the students will also reflect a wide range of ability levels.

The school is intended for students who might be in danger of exclusion or indeed already have a history of fixed term exclusions. They are likely to be students who are very much on the margins of a mainstream school but who perhaps do not necessarily display complex needs. The young people in question are students who undoubtedly are in danger of becoming NEETs (not in employment, education or training).

The table below shows the planned growth in numbers from Year 1 through to capacity at the beginning of Year 4. We believe very strongly that the school will grow to become an enormously important and integrated part of education provision within the area. We recognise that if the provision is to be sustainable long-term it needs to be established and develop the trust and confidence of the commissioners locally, before expanding to capacity through years 3 and 4. That is a key reason behind the numbers for Years 1 and 2 being positioned at 40 students. However, this is a conservative prediction and we have a very strong expectation that these figures could be exceeded.

**Planned growth of student numbers**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Key Stage 3**  **(Year 9)** | 20 | 20 | 25 | 30 | 30 | 30 | 30 |
| **Key Stage 4** | 20 | 20 | 35 | 50 | 50 | 50 | 50 |
| **Totals** | 40 | 40 | 60 | 80 | 80 | 80 | 80 |

**Roles and responsibilities in Governance of the Beacon of Light School**

The table below shows the responsibilities of the levels of Governance in the School.

The Principal will work closely with the Governors to ensure that the provision is of the highest quality and that the school is financially sound.

Roles:

* Oversee achievement of company objectives
* Overall strategic direction
* Oversee general accounts
* Power to amend articles
* Power to appoint or remove Governors
* Appoint a Principal

The Members of the Trust

Report to the members of the Trust

* To hold the Principal to account for the day to day management of the Alternative Provision School at The Beacon
* To ensure the quality of the educational provision
* To challenge and monitor the performance of the school
* To manage the finances and property of the Trust
* To be responsible for the appraisal of the Principal who will in turn be responsible for the performance of the staff
* Ensure that the Trust complies with charity and company law
* Operate in accordance with the funding agreement which has been signed with the Secretary of State
* To provide support and challenge to the Principal

Governors

* Establish strong strategic direction
* Lead on creation and development of systems and processes
* Create an ethos and culture of high expectations
* Lead and manage the school on a day-to-day basis

Principal

**BEACON OF LIGHT SCHOOL**

**Curriculum Leader for English & Literacy**

**GRADE: MPS-UPS plus TLR 2a**

**RESPONSIBLE TO:** Principal

**RESPONSIBLE FOR:** Staff as allocated

**JOB PURPOSE:**

* To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Trustees and Principal of the school
* Be accountable for leading, managing and developing English/Literacy across KS3&4
* To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
* To develop and enhance the teaching practice of others.
* To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.

**RESPONSIBLE FOR:**

* Working with staff throughout the school to implement Literacy across the Curriculum

**LIAISING WITH:**

* Principal, Deputy Principal, teaching staff, student support staff, LA staff, parents, stakeholders

**Main responsibilities:**

* To develop policies and procedures, in line with school policy, that will ensure high achievement and effective teaching and learning.
* To lead the day-to-day management, control and operation of KS3 and KS4 course provision within the department, including effective deployment of staff and physical resources.
* To select appropriate syllabuses and examination boards in line with school objectives
* To attend necessary exam board standardisation training as required
* Liaise with School Examination Officer to maintain accreditation with the relevant examination and validating bodies.
* To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, Behaviour Policy, SEN, ICT, ARR etc.
* To work with colleagues to formulate aims, objectives and strategic improvement plans (short and long term) for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School.
* To produce an annual department report that outlines strengths, areas for improvement, external examination performance analysis and targets for improvement.
* To ensure the effective implementation of the monitoring systems within the department and produce reports that celebrate good practice, informs future practice and improvement
* To contribute to the School procedures for lesson observation.
* To lead and manage the department to ensure that planned activities reflect the needs of students within the subject area, SIP and the aims and objectives of the School.
* To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary.
* To use data on student performance to inform policy and practice, target setting, identify underachieving pupils, implement targeted intervention and monitor the effectiveness of the subject
* To represent the department in all matters concerning the curriculum within the school at line management meetings, working meetings and full staff meetings

In addition to the duties outlined above, you will be responsible for the following for which a teaching and learning responsibility payment is awarded.

**Teaching, Learning & Assessment:**

* To ensure the provision of schemes of work are in line with school policy to ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational needs.
* To provide guidance, to staff in their subject, on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
* To ensure that staff are kept up to date in terms of subject knowledge and skills.
* To ensure that ICT, Numeracy & Literacy are reflected in the teaching/learning experience of students
* To establish and implement clear policies and practices, in line with school policy, for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
* Encourage extra-curricular activities related to the subject
* To develop effective links with the local community, including, Further & Higher Education links, business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils’ wider understanding.
* To teach students according to their educational needs, including the setting and marking of work
* To undertake assessment of students as requested by external examination bodies
* To ensure a high quality learning experience for all students
* To ensure the department makes an effective contribution to the spiritual, moral, social and cultural development of staff and students
* To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
* To ensure that the department environment and resources are conducive to good learning and are safe and secure for all students, using risk assessments as appropriate

**Leading & Managing Staff:**

* Establish clear expectations and constructive working relationships among staff involved with the subject through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
* To be responsible for the day-to-day management of staff within the English department and act as a positive role model.
* To coach members of staff in order to develop teaching and learning within the school and to enable teachers to achieve expertise in their subject teaching
* To ensure that trainee and newly qualified teachers are trained, monitored, supported and assessed in relation to the appropriate standards.
* To work with the SENCO and any other staff with inclusion expertise, to ensure that work is matched to individual pupils’ needs.
* To work with the Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* Be responsible for efficient and effective deployment of the Department's support staff.
* Undertake Appraisal Review(s) and act as reviewer for staff as necessary.
* To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the SENCO to secure appropriate cover within the department.
* To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures.

**Efficient and effective deployment of staff and resources:**

* To advise the Principal on the deployment of staff involved in the subject
* To ensure the effective and efficient management and organisation of learning resources, including ICT.
* Manage available resources of space, staff, money and equipment efficiently; including deploying the department budget, requisitioning, organising and maintaining equipment, keeping appropriate records.
* To work with the SLT in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.

**Pastoral System:**

* To monitor and support the overall progress and development of students within the department.
* To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
* Ensure Behaviour Management systems are implemented in the department so that effective learning can take place.
* To be a Personal Tutor to an assigned group of students.
* Promote the general progress and well-being of individual students and of the Tutor Group as a whole.
* To liaise with Deputy Principal to ensure the implementation of the school’s Pastoral System.
* To register students, and encourage their full attendance to all lessons and registration periods
* Evaluate and monitor students progress and keep up-to-date student records as may be required.
* To alert appropriate staff to problems experienced by students
* To communicate as appropriate with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
* To contribute to Pastoral programme, citizenship, employability and enterprise according to school policy

**Other Specific Duties:**

* To actively promote the school’s policies and procedures
* To play a full part in the life of the school community, to support its ethos and to encourage staff and students to follow this example.
* To actively promote the school’s policies and procedures
* To continue personal development as agreed.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To undertake any other duty as specified by STPCD not mentioned in the above.

This job description should be read in conjunction with the current School Teachers’ Pay and Conditions Document and the provisions of that document will apply to the post holder.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors, guests and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

**All staff employed by Beacon of Light School are expected to work within the following policies and procedures:**

**Safeguarding**

Ensure that all School child protection policies are adhered to and concerns are raised in accordance with these policies

**Health and Safety:**

• take reasonable care of their own Health, Safety and Welfare and that of others who may be affected by what they do or do not do

• be familiar with emergency and First Aid procedures

• cooperate with all issues involving Health, Safety and Welfare

• use work items provided correctly and in accordance with training and instructions

• not interfere with or misuse anything provided for protection of Health, Safety or welfare

• report any Health, Safety or Welfare concerns to their line managers as soon as is practicable

• ensure tasks are completed in a safe manner

**Security and data protection**

• work within the confines of the Data Protection Act and to take appropriate measures to ensure the security and confidentiality of data.

**BEACON OF LIGHT SCHOOL**

**Person Specification - Curriculum Leader for English & Literacy**

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| --- | --- | --- | --- |
| Attributes | Essential | **Desirable** | Evidence |
| Education, Training and Qualifications | * Good Honours Degree * Evidence of recent and relevant further professional development | * Suitable nationally recognised leadership training e.g. NPQML, NPQSL | Application form |
| Experience and Knowledge | * Understanding of current trends in education both nationally and internationally * Successful teaching experience within the secondary school age range * Experience and knowledge of working with students facing challenging circumstances and developing strategies to overcome their barriers to learning * Proven track record in implementing strategies and interventions to raise achievement and standards including evidence of outstanding KS4 outcomes * Effectively tackling under performance in students * Contact with parents, governors and the wider community | * Middle Leadership experience in a secondary school * Experience of delivering whole staff training * Experience and knowledge of pastoral issues in a secondary school * Developing school wide systems eg Quality Assurance, School Self Evaluation, CPD, Performance Management * Effectively tackling under performance in staff | Application form and reference |
| Skills and Abilities | * An outstanding classroom teacher able to motivate, challenge and engage young people – particularly those on the margins of mainstream * Excellent behaviour management skills * Able to inspire, challenge and motivate others * Anticipate problems, develop creative solutions * Set and achieve ambitious, challenging goals and targets for self and others * Listen to and reflect on feedback from others * High level of oral, written and ICT skills * Ability to analyse and interpret data * Excellent presentation skills * Able to build and maintain positive relationships with individuals and groups * Ability to manage change, conflict and empower others * Prioritise, plan and organise self and others * Good reasoning powers and ability to make balanced judgements in a variety of situations * Strategic planning and thinking * Ability to build consistently high performing teams | * Use of MIS * Collaborate and network with others within and beyond the school | References  Interview  Specific tasks at interview |
| Motivation and Personality | * Aspiration to Senior Leadership * Relentless optimism * Genuine concern for the welfare of staff and students * Desire to work at The Beacon of Light School |  | References  Interview |
| Personal | * Able to work under pressure and manage own stress * Willing to accept the demands and challenges of the post and respond in a flexible manner * High standards and expectations of self and others * A good team player * A sense of humour, loyalty, enthusiasm and dynamism * A strong sense of professionalism, commitment to upholding standards and setting an appropriate example |  | References  Interview |