



Teddington

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Head: Mr R T Weeks MBA(Ed) BA FIMg

September 2012

Dear Applicant

Teddington School is at a very exciting stage in its development.

After occupying our new building just over two years ago we are now at the planning stage for our first sixth form intake in September 2014.

In architectural terms we are at the early stages of agreeing the accommodation schedule for a new sixth form block which will sit alongside our new building. In academic terms we have begun the process of determining curricular needs with its incumbent Inset, planning, staffing and organisational requirements.

With a little over five terms to the opening of our sixth form, both myself and the Governors are very keen that we have the best possible management structure in place to ensure a successful start to 16+ educational provision at our school.

Consequently, for someone with the appropriate level of knowledge and experience, the opportunity to lead on the setting up of a new sixth form in purpose built accommodation is a very exciting one. Further, to join the Senior Leadership Team of our very successful school will provide the newly appointed Head of 6th Form with all the professional stimulus and whole school experience in order for them to proceed to Deputy Head and Headship in the not too distant future.

If you are as excited by this prospect as we all are at Teddington, I would urge you to submit your application. The closing date for applications is 10.00am on Monday 1st October and you will be contacted shortly afterwards if you are shortlisted for the position. Shortlisted candidates will be asked to attend an initial selection day on Wednesday 10th October, after which some candidates will be invited for a final interview on the following day, Thursday 11th October.

Candidates who wish to visit the school before the closing date are very welcome to do so throughout the day on Wednesday 26th September, from 12pm on Thursday 27th September and after school on Friday 28th September. Please contact Caryl Rankin, my PA, on carylrankin@teddingtonschool.org, tel 020 8614 5261 if you would like to make an appointment to visit. A visit is not a prerequisite for your application.

I look forward to receiving your application and the prospect of meeting to discuss it further.

Yours sincerely

R T Weeks

Head

RTW/kb
6th Form Applicant Letter



Teddington School is a successful mixed comprehensive school for students aged 11–16 years. The school has a specialism of Visual Arts and converted to academy status in August 2012. It is located in a very pleasant part of Teddington on the banks of the River Thames and in September 2010 the school moved into brand new purpose built accommodation.

This is a very exciting time in the development of Teddington School. Our new school building provides the most outstanding purpose built learning environment for our students.

During the short time we have been in the building we have consolidated and improved upon examination and academic outcomes, seen greater opportunities and success in sport and the creative and performing arts, as well as continuing to operate a very extensive range of extra-curricular opportunities.

Students at Teddington are proud of their school where they feel safe, happy, challenged and involved in school life.

Relationships between staff and students are excellent and the atmosphere in the school is lively and vibrant.

A natural progression for the school at this stage is the development of 6th Form provision which will enhance the already positive culture, ethos and success of the school. Plans are currently well underway for the school to welcome our first post 16 students in the Sixth Form from September 2014, admitting up to 120 students in each year group.

The School admits 240 students each year organised into eight tutor groups (of 30 students) and 10 teaching groups (of 24 students). The school has been heavily oversubscribed for many years. Historically, due to the proximity of a girls' school (and no boys' school), we have had a higher proportion of boys gaining places. This has changed over time, and this year the proportions are nearly equal in Year 7 as we have been first choice for an increasing number of girls, as well as boys.

The staff of over 70 teachers are organised academically into Curriculum Areas and pastorally into 5 Year Groups and 4 Houses. In addition there are peripatetic music teachers and foreign language assistants. The support staff of over 50 includes a Business Manager, Librarian, technicians, teaching assistants, Pastoral Support Managers, cover supervisors, secretarial, administrative and premises staff.

The School enjoys a strong reputation both for the quality of our examination results and for our pastoral care. Achievement of students at Teddington School is very good: students attain high academic standards by making very good progress.

In recent years the school has embarked upon a series of whole-school Staff Development activities in relation to curriculum content, teaching and learning styles, and the role of ICT within the classroom. This work has had a positive impact on expectations and outcomes and was praised by Ofsted.

Development work on our 'organisational structure' has led to a new Pastoral system with Heads of Key Stage being supported by non-teaching Pastoral Support Managers. This aspect of school life was also regarded as 'Outstanding' in our last inspection.

Currently in Years 7 to 9, all students follow a Core Curriculum comprising of English, Mathematics, Science, Humanities, French and German, PE and Performing Arts, Art, Design & Technology, IT and PSHE. Latin is offered to those students who wish to study it, from Year 8.



In Years 10 and 11 all students follow a core of English, Mathematics, Core Science and Additional Science, or Triple Science, Religious Studies, Citizenship, Physical Education, IT and PSHE. There are also 4 Option Blocks from which students select subjects of their choice. Some students will receive additional support with their GCSEs, in place of studying a fourth option. We have also developed a range of additional courses, both academic and vocational, to extend and support our students.

The School places great importance on links with the local community and has established a number of collaborative ventures with local businesses, primary schools, sports teams and charities. In particular, our involvement in the Hampton Independent Schools partnership has provided enrichment opportunities for Gifted and Talented students.

The School's philosophy is to encourage excellence in all aspects of school life and to measure success in terms of progress as well as achievement. We aim to create a school where students of all aptitudes can realise their full potential, socially and academically, so that they can go on to lead happy, fulfilled lives.



JOB DESCRIPTION

Post Title:	Assistant Head: Head of Sixth Form
Job Purpose:	<ul style="list-style-type: none"> • To set up and lead the Development of the new sixth form provision • To lead, inspire and motivate all students in the Sixth Form, ensuring their welfare, success and a consistently outstanding experience in line with the school's aims and Development Plan • To be a leading professional in the school • Under the direction of the Head, to play a major role in formulating the aims and objectives of the school, and establishing the policies through which they shall be achieved • Managing staff and resources, and monitoring progress towards the achievement of school aims • Undertake any professional duties the Head reasonably delegates
Reporting to:	The Head and Governors
Responsible for:	Line managed staff, students in your care
Liaising with:	The Head and Senior Leadership Team, Governors, Teaching, Pastoral, and support staff, external agencies and parents/carers, middle Leaders, staff with cross-curricular responsibilities
Working Time:	195 days per year, full time
Disclosure:	Enhanced
<p>MAIN DUTIES: this job description should be read in conjunction with the professional requirements as set out in the STPCD, and details of specific tasks and responsibilities as set out in the SDP and Roles and Responsibilities document.</p>	
Post-16: strategic responsibilities	<ul style="list-style-type: none"> • Lead the recruitment, admission and induction processes, including the preparation of the Sixth Form prospectus • Develop and implement a strategy for UCAS applications, by developing effective links with Universities, including ensuring that staff, students and parents are well informed • Lead the development of the Sixth Form curriculum offer, in consultation with the Deputy Head Curriculum • Lead the development of a comprehensive enrichment programme, and integrating the sixth form into the work of the school • Monitor and evaluate Sixth Form students' progress through analysis of data, and develop effective intervention strategies • Ensure an effective online presence for the sixth form • Provide leadership in the pastoral, social and academic welfare of Sixth Form students, supporting their inclusion in school life • Support, inspire and reinforce the identity of the Sixth Form • Maintain and strengthen links with other school and colleges • Undertake generic Leadership Team responsibilities <p>The precise details of the post are to be negotiated with the successful applicant, and will change as the sixth form develops</p> <ul style="list-style-type: none"> • oversee the Sixth Form monitoring processes through detailed analysis of data • set the tone for Sixth Form tutorial work, and lead a team of tutors



<p>Operational responsibilities</p>	<ul style="list-style-type: none"> • ensure that relevant school policies are understood and implemented • support tutors in monitoring student progress • monitor and support vulnerable students • monitor attendance and punctuality • compile and write reports on students as requested by the Head • maintain effective contact with parents/carers • organise arrangements for reporting to parents/carers and Sixth Form parent/teacher consultation meetings • Oversee all Sixth Form extra-curricular activities, community work etc. <p>With the other members of the SLT/Pastoral team</p> <ul style="list-style-type: none"> • Use the review performance data to set challenging but realistic targets for students • Monitor the standards of behaviour and dress of all students • Organise and oversee appropriate conduct of private study • Organise the writing of profiles and internal reports on students • Lead assemblies, according to the rota • Liaise with the Head and Governors on all strategic matters including the development of the strategic plan for the Sixth Form • Work with subject teachers, form tutors, pastoral and learning support team in developing Intervention Strategies for any Sixth Form student.
<p>General: strategic Planning:</p>	<ul style="list-style-type: none"> • To promote the ethos, aims and objectives of the school • To assist the Headteacher and SLT in determining the strategic direction and development of the school • To take a leading part in the development of policy and the management of the school • To be a visible presence in the school on a day to day basis • To lead key developments as set out in the SDP • To report to the Leadership team and Governors, as appropriate, on the progress of designated tasks as set out in the SDP
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • To take part in evaluating the standards of teaching and learning in the school, ensuring that proper standards of professional performance are established and maintained • To liaise with the Head and Governors over staffing issues in order to ensure the quality of teaching and the standards of pupil achievement across the school are maintained • To participate in the selection and appointment of the teaching and support staff of the school
<p>Leading and Managing staff</p>	<ul style="list-style-type: none"> • To line manage designated staff within the school, holding regular meetings in line with agreed policy and practice, and monitoring the impact of initiatives • To implement Performance Management, and to provide professional support and guidance for all line managed staff • To line manage other staff as indicated in the plan of Strategic Roles • To actively monitor and respond to developments and initiatives at national, regional and local levels
<p>Monitoring and evaluation:</p>	<ul style="list-style-type: none"> • To report regularly to the Headteacher and Governors through appropriate committees on all aspects of line managed responsibilities • To identify appropriate targets, and monitor progress against annual targets • To monitor and support progress and development of students within areas of responsibility • To ensure the behaviour management system is implemented, and that behaviour is monitored so that effective learning can take place • To evaluate the impact of all improvement activities and to report on the outcomes



Data Management:	<ul style="list-style-type: none"> • To ensure maintenance of up-to-date and accurate data • To analyse and evaluate data, and produce reports which identify and take appropriate action on issues arising • To provide Governors with relevant information relating to performance
Management of Resources:	<ul style="list-style-type: none"> • To manage the resources of staff, accommodation, money and equipment effectively and efficiently
Other professional requirements:	<p>Other tasks and responsibilities</p> <ul style="list-style-type: none"> • To establish and maintain regular communication in the school • To communicate with parents/carers and outside agencies where appropriate • To represent the Leadership Team on the PTA, in accordance with the SLT rota • To attend professional meetings/conferences as required • To carry out duties as required, according to the rota • To be responsible for personal professional development and to keep up to date with educational initiatives that impact on the school • To attend Governors Committees as appropriate • To engage actively in the Performance Management process • To take part in the school's staff development programme by participating in arrangements for further professional development • To attend and contribute to meetings called in accordance with the meeting schedule of the school • To work as a member of a team and to contribute positively to effective working relations within the school • To take part in activities such as Open Evenings, Consultation Evenings, Information sessions etc.
<p>Other Specific Duties</p>	
<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its mission and ethos and to encourage and ensure staff and students follow this example • To be courteous to colleagues and be welcoming to visitors and telephone callers • To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate • To undertake any other specific duties as specified in the School Teachers Pay and Conditions Document not mentioned in the above <p>Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified.</p> <p>Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description.</p> <p>The Governors will endeavour to make any reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.</p>	



Job Description: outline of tasks for the first 5 terms in post.

Key Purpose:

Strategic leadership to ensure the successful introduction of the new sixth form provision in line with school expectations

Initial tasks will include leading the following aspects. The precise timing and content will be agreed and adjusted as the project evolves but is likely to include in the first instance:

- Developing, through consultation, an agreed ethos for the Sixth Form that complements the established ethos of the school, but is nonetheless distinctive
- Developing a clear and comprehensive policy for the day to day expectations for students regarding dress code, study expectations, induction and admission processes and communicating these in a positive and timely manner
- Developing an extensive marketing and communication strategy to keep Governors, staff, parents/carers and students informed on a regular basis about the development of the ethos, processes and structures
- Establishing links with Universities
- Strategic oversight of developing the role of the Tutor team, and systems for the pastoral support of students as well as timely recruitment of a team of tutors, and training and induction for them
- Ensure written materials such as course guidance and marketing material is high quality and available to agreed deadlines
- Draw up a training plan and strategy to ensure that IAG and UCAS processes are outstanding and discuss implementation with Governors and SLT
- Provide information and training for all current teachers about target setting, data and tracking systems, and quality judgments at Key Stage 5
- Ensure schemes of work are being developed for courses in the first phase of delivery



Head of Sixth Form: Person Specification

		Essential/Desirable
Qualifications	Qualified Teacher Status	E
	Degree status	E
Evidence of	A track record of excellent classroom practice for a minimum of 5 years	E
	Proven experience in raising attainment, using analysis of data and monitoring and tracking of students to support this	E
	Being responsible for the progress of a significant number of students other than own teaching groups	E
	Developing teams of individuals	E
	Leading a whole-school initiative	D
	Teaching post-16, including working in a comprehensive school	D
	Resource and budget management, monitoring and evaluation	D
	Performance management of teachers and/or support staff	D
Professional development	Broad and relevant professional development which has led to an improvement of you as an individual and your current institution	E
	Recent professional development/training relating to an area of 14-19 curriculum innovation or development	E
Knowledge/ understanding of	School self-evaluation strategies and how these lead to an improvement in learning	E
	National trends and developments for 14-19 education	E
	IAG post-16 including progression issues at all stages including UCAS completion	E
Skills	The ability to think strategically, identify priorities, and complete tasks to agreed deadlines	E
	Excellent communication, presentation and ICT skills	E
	Excellent interpersonal skills, and the ability to lead and inspire confidence	E
	Competent co-ordinator, able to inspire and motivate all members of the school community	E
	Ability to use and promote a wide range of teaching methodologies	E
	Effective behaviour management strategies combined with high expectations of students' behaviour	E
	Ability to anticipate and problem solve	E
	Creative and flexible thinker	E
	Ability to respond positively to constructive criticism	E
	Ability to deliver constructive criticism	E
Personal qualities	A dynamic and creative thinker with original solutions to challenging problems	E
	Able to work under pressure, meet deadlines, keep calm	E
	Resilient, enthusiastic and reliable	E
	Flexible and approachable	E
	Willingness to contribute to wider life of school	D



Please read these notes before completing the application form

It will help us if you follow these instructions:

- We would prefer you to fill in your application using Word or a word compatible format and submit it by email. Please include everything you wish the panel to consider on the form rather than in any separate document or covering email.
- Please give the full name and title of both your referees, and ensure that the full address, telephone numbers and email addresses are included. Your referees will be contacted if you are short-listed.
- Please submit your application form by 10am on the closing date to:-

recruitment@teddingtonschool.org

- Teddington School is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. All our staff are required to complete a CRB (Criminal Records Bureau) check and declare previous convictions.
- We are fully committed to equality of opportunity and aim for our staff to reflect the school community. It will help us to monitor the success of our recruitment strategies if you complete the ethnic monitoring information page of the application form. The information you provide will be treated as confidential and will not be made available to the short-listing panel.