



Recruitment Pack

HEAD OF HOUSE

**HUMANITIES SPECIALISM PREFERRED
EASTER OR SEPTEMBER 2024 START**



Dear Candidate

Thank you for your interest in the pastoral position of Head of House alongside a Teaching role at The Trafalgar School at Downton.

The Trafalgar School at Downton is a friendly, rural secondary school, set in the historic village of Downton on the edge of the New Forest. As well as working for the community at Trafalgar, many of our teachers choose to live within the surrounding villages, as part of the community they serve.

I joined this vibrant, caring and progressive school as a teacher in September 2003. Throughout this time we have shaped our school in its continuing journey towards providing an outstanding education for all our students and becoming the school of choice for Salisbury and the surrounding area. As our school continues to grow we are looking to expand our pastoral team.

Our school ethos is built firmly on our values and vision for young people, which you can find out more about in the enclosed recruitment information. Our aim is to develop open-minded, flexible, resilient individuals, with the skills and attitudes to be successful in tomorrow's society. Empowering young people to be the source of their own success is our commitment in enabling our students towards a life fulfilled.

We are fortunate to have outstanding, forward-thinking staff, who continually develop their practice and we are now seeking Head of House to support our students pastorally through their time at Trafalgar School who is able to teach across Humanities.

Further information about our school can be found on our website www.trafalgarschool.com and our Facebook account.

To apply for this position, you should complete an application form on the Tes portal and include a supporting statement explaining your reasons for applying for this position, your relevant qualifications and experience to date and what you can bring to these roles and to our school – what difference you would make?

I hope you gain a sense of our ethos and values from the information contained in this Recruitment Pack.

Deadline for applications is 9am Monday 22nd January with potential interviews w/c 29th January 2024. Should you wish to discuss the position informally or request a school tour before applying, please contact Rachel Reeves, by PA via email; r.reeves@trafalgar.wilts.sch.uk

I very much look forward to receiving your application.

Jonny Cole
Acting Headteacher





Our Purpose

OUR VISION FOR YOUNG PEOPLE

By the time they leave our school our young people will be able to communicate effectively. They will be able to solve mathematical and scientific problems. They will be able to express themselves creatively and imaginatively. They will have a strong sense of self, a sense of others and a sense of place. They will make informed choices that effect positively on their own wellbeing. They will ask questions, be reflective and adaptive; capable of thinking and acting for themselves and ready to join forces with others to achieve a goal. They will be positive in their mind-set and willing to face up to a challenge. Our young people will understand what is right and what is wrong, and stand up for equality and human rights. They will appreciate other cultures and traditions. Our young people will be thoughtful, caring and active citizens making a difference to their community and to society.



TOWARDS A LIFE FULFILLED

Empowering young people to be the source of their own success





Our Values

Our values define us and underpin our ambition of a life fulfilled through empowerment. These values apply to our staff, as well as to our student community, so we seek a colleague who is:

STRONG AND SPIRITED

They believe that as an individual and within a community, they are in charge of their own destiny and they have the power to change the world both for others and for themselves. They are self-motivated.

GIVING

They look for opportunities every day to serve other people and to make the world just that little bit better in whatever way they can. By doing this they improve their own sense of self-worth. They understand the importance of civic responsibility, of being a positive contributing member of society.

DETERMINED

They do not give up even if the road gets tough. They are resilient, persevere and achieve their goals. They understand that commitment to a long term goal is the key to a successful and fulfilled life and gives them roots.

COMPASSIONATE

They care about others and themselves and understand that sometimes people need our support.

ENTHUSIASTIC

They enjoy life and appreciate everything they see and do. They find joy in the smallest things. They always give of their best and expect the same from others.

TRUSTWORTHY

They strive to do what is right and value honesty and trust.

RESPECTFUL

They realise that everyone has talents and gifts and should be respected. They expect that both for and from themselves. They listen to others and are courteous. They are socially confident and understand the importance of self-regulation.

OPEN-MINDED

They understand that difference is a positive thing and that no one way is always the right one. They are tolerant of others and expect the same towards themselves.

WHAT
ARE YOUR
VALUES





Our Strategic Plan

Our purpose is to empower students to be the source of their own success. We will do this by:

SAFEGUARDING

1. Providing a healthy, safe, supportive and happy learning environment so that all students have the opportunity to grow emotionally, socially, morally, intellectually and spiritually

WELLBEING

1. Building positive relationships and a strong community so that all stakeholders feel valued and a sense of belonging
2. Upholding high standards of behaviour so that all students have a moral understanding and a sense of civic responsibility to make the world a better place
3. Promoting the physical, mental and emotional health of the child and the importance of a positive mind-set so that all students live long and happy lives
4. Teaching students to 'fail well' so that all students can rise to a challenge and are able to overcome barriers and setbacks

CURRICULUM – 'BUILDING CULTURAL CAPITAL'

1. Sharing a passion for our subjects and a love of life and each other so that it inspires others
2. Developing 'academic habits' so that all students become highly effective people
3. Delivering a curriculum that is knowledge rich and secured through application so that all students can both develop and demonstrate their understanding and capability
4. Providing teaching (and assessment) of the highest quality so that it motivates, stimulates, builds confidence and ultimately enables students to think and act for themselves
5. Providing a co-curriculum that builds character and develops lifelong interests



Job Description



- Get to know all students in the House so they can be supported effectively
- Build positive relationships with parents/carers
- Analyse student data, including rewards, behaviour and attendance data
- Have a vision for the ethos and development of the House and promote it frequently
- Deliver weekly House Assemblies
- Celebrate all student successes through House Assemblies and weekly Bulletins
- Lead on securing positive attendance, attitudes, wellbeing and on promoting excellent behaviour to support learning and attainment
- Oversee the consistent delivery of the tutor programme
- Support the Form Tutor or the class teacher with disciplinary matters
- Liaise with other middle leaders, teachers and other staff as necessary, to share and collaborate in approaches that will support success for students
- Support the progress of all students using effort and attitude data
- Feedback implications from assessments, reports and communications with parents to colleagues and log information on Ed:gen student records, CPOMS and ClassCharts.

To provide teaching and learning of the highest quality.

- To promote and be committed to the school's aims and objectives.
- To maintain and contribute to the development of the school's policies.
- To promote and be committed to securing high expectations for learning and the raising of achievement for all.
- Within school and subject policies (where applicable), to:
- Ensure all students are challenged appropriately to achieve the very best outcomes.
- Set appropriate homework.
- Mark work, assess, record and report student progress.
- Provide a stimulating learning environment.
- Have due regard for maintaining health and safety in their working environment.
- Contribute to department and school enrichment programmes.
- To take responsibility for your own professional development and contribute to school wide activities.
- To take full advantage of the school's induction programme.
- To seek, and then act upon, advice and guidance.
- To engage in reflective self-analysis of professional practice.
- To play an active part in the everyday life of the school.

Other Specific Duties

- To undertake any other duty as specified by the school's Teachers' Pay and Conditions document, not mentioned in the above.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the Role Description.





Person Specification

Qualifications & Training

Good Honours Degree or equivalent
Qualified Teacher Status
Recent relevant in-service training

Experience

Strong classroom practitioner with the potential to develop personal teaching excellence.

Knowledge and Understanding

Secure knowledge of Programmes of Study for across Key Stage 3 and 4 in Humanities subjects
Experience of a range of approaches to teaching and learning that promote positive student relationships and high achievement in an inclusive environment.
An understanding in the use of assessment and attainment information to improve practice and raise standards.
An understanding of the needs of students and how to remove barriers to learning.
A knowledge of successful intervention strategies.
An understanding of the welfare of young people in all respects and the issues surrounding the safeguarding of children and young people.

Skills and Attributes

An ability to inspire, motivate and innovate within the vision, values and ethos of the school.
High expectations of academic attainment, achievement and behaviour.
Reflective and analytical and able to utilise assessment data to inform intervention.
Is ambitious for themselves, their subject, their students and the school and understands the broad nature and importance of professional development.
High level written and oral communication skills for a range of audiences.
High level CT skills.
An ability to actively engage with students, parents/carers, staff, governors, the local community and in the life of the school.
An ability to remain calm and perform well when working under pressure.
A 'can do' attitude.
A team player.
Has a sense of humour and demonstrates energy, courage and determination.





Terms of position

- **Position:** Permanent full-time
- **Start date:** either 15.04.2024 or 01.09.2024
- **Responsible to:** Pastoral line lead: Deputy Headteacher and Subject Leader
- **Pay scale:** This role attracts a TLR 2B: £5592.00 in addition to teacher salary

Benefits

Working at MLP, staff have access to a number of benefits:

- Pension schemes - Teacher Pension Scheme and Local Government Pension scheme
- Electric Vehicle scheme
- Cycle to Work scheme
- Wiltshire rewards
- Benenden Healthcare scheme
- Discounted gym membership - Parkwood, Salisbury
- Employee assistance phone line - support with health, financial and legal issues
- Teacher laptops.



Recruitment Equity



Safer Recruitment

The Trafalgar School is committed to the safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All applicants will be subject to a full Enhanced Disclosure and Barring Service check (DBS) before any appointment is confirmed.

Diversity

The Trafalgar School is committed to eliminating discrimination and encouraging diversity. Our aim is that our workforce will be truly representative of society and each employee feels respected. To that end, we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on any grounds.

Online Checks

Online searches of information that is publicly available online will be carried out for all candidates.

Disclosure

All employees are required to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974. Non-disclosure may lead to termination of employment. However, disclosure of a criminal record will not necessarily debar you from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the requirements of the Person Specification (evidenced in the Application Pack) will be taken forward from application.

Interview

Those shortlisted will be invited to attend an interview process which may include (post dependant), lesson observations, tasks or role specific activities; further shortlisting may take place after lesson observations for teachers prior to moving forward to formal interview with the Headteacher. During interview, applicants will be asked to address any discrepancies, anomalies or gaps in the application form.

References

References from current employers will be taken for shortlisted candidates, and where necessary, employers may be contacted to gather further information.

Probation

All staff will be subject to a probation period of four months which may, in certain circumstances, be extended to six months. The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the Academy with the opportunity to monitor and review the performance of new staff and in terms of their commitment to safeguarding and relationships.