



INFORMATION PACK

**Associate Assistant Headteacher:
Head of Sixth Form**

Thank you for your interest in The Swan School, part of the River Learning Trust.

The Swan became Oxford's first completely new secondary school for over 50 years when it opened in September 2019.

When full, we will have approximately 1,200 students on roll, of whom around 300 will be in the Sixth Form. Our students are drawn from a local catchment area and the school will be at the heart of the community.

Learning from the most successful approaches at the best schools, The Swan School provides a uniquely challenging and structured experience in a caring and disciplined environment.

The ethos is academic; we regard an excellent academic education as the entitlement of all young people, no matter what their background or previous experiences of learning. Our students are inspired and nurtured, acquiring the knowledge and skills to think critically and creatively.

They learn to be confident, resilient



and ambitious, and have high expectations in terms of their own achievements and their contribution to wider society.

To achieve these aims we draw on best practices proven elsewhere, including a longer school day on Tuesdays that enables enrichment activities to be embedded in the curriculum.

Students read and are read to and we expect all students to work to the best of their abilities and have excellent attendance and behaviour. If you have any questions or would like to speak to someone about this post, please contact our school office via office@theswanschool.org.uk or on 01865 416 070.

We very much look forward to hearing from you.

*Emily Harris and Matthew Larminie,
Acting Headteachers.*



A Unique Curriculum - Ambitious and Inclusive

The curriculum at The Swan School is tailored to provide a rigorous academic education. We have the highest expectations of what students can learn and encourage them to learn quickly and securely, while being considerate of different starting points. We know that giving all young people access to knowledge through which they can be successful promotes social justice and ensures students have a full range of opportunities open to them.

The subjects taught are broadly traditional, but all students are motivated to stretch themselves beyond what is normally expected in English, mathematics, sciences, a modern foreign language, history, geography and religious education. Alongside this, and seen as of equal value, is their learning in art, design and technology, and music, in which they are taught to both appreciate the achievements of others and to develop their own creative abilities. In all subjects, the emphasis is on expertly-designed learning with high levels of structure.

There is absolute clarity for all on what students are expected to know and do at each point. No time is spent on tasks that don't move students on. This is also evident in the provision of home learning – some of which is completed during tutor time, and some at home.

This is purposeful, clear and useful, normally involving practice or learning of key vocabulary in all subjects.



Electives

Our longer day on a Tuesday also means time for 'electives' every week. Electives are timetabled slots in which students choose from a range of enriching activities alongside the main curriculum. Currently these include specialised sport, music, drama, additional languages and volunteering.

Electives are a chance for students to explore existing passions and discover new ones.

They are a compulsory part of school life so that enrichment is an entitlement for all, not an optional extra for a few.

Everyone at The Swan School works hard, guided by the belief that, through effort and dedication, wonderful things can happen.

Students are expected to show commitment, self-discipline and responsibility in their studies.

As a result, they produce work of the highest quality and learn to achieve more than they ever believed possible.

Co-curricular Activities

Students at The Swan School are able to access a wide range of activities outside the curriculum, helping them to develop confidence, curiosity and resilience, and ensure their development into well-rounded young people.

Students will be active participants in the school, local community and beyond. They learn consideration and kindness, and contribute to society. Swan students have 40 minutes of tutor time every day where we focus on their personal and social development.

Tutors and co-tutors guide their tutees through a centrally planned 'pastoral curriculum' that includes PHSCE topics, values-based activities, and opportunities to debate topical issues in 'Thought for the Week'.

Tutor time also includes 'guided reading' where tutors read to their tutees for 20 minutes to help develop their literacy, love of reading, and cultural capital.

Support and Inclusivity

The Swan School is an inclusive school, where all students learn well, no matter what their previous experiences of learning, background or circumstances.

Our experience in schools confirms that all young people can learn challenging content. Therefore, our approach to teaching students with SEND or other barriers to learning is to ensure that classroom delivery and organisation is of the highest standard, and to intervene immediately when evidence shows that a student is falling behind.

If a student demonstrates lower than expected levels of literacy or numeracy in the early years, intensive teaching will be provided to ensure that this is, where possible, remedied. An outstanding learning support team and the extra-flexibility provided by the extended day allow us to make sure that no student falls behind or does not make good progress. Good schools do not give up on students.

Family Lunch

Students and staff sit and eat together every day to promote healthy eating, caring for others, maturity and conversation skills. This communal approach helps all our students to learn good habits, consideration for others, and also how to engage in discussions with confidence. Breakfast and healthy snacks at break are also available.



RIVER LEARNING TRUST

The Swan School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools and a school-centred initial teacher training provider across Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 14,500 pupils and have around 2,000 colleagues working in the trust. The SCITT trains around 110 trainees across some 40 schools in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts Secondary School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cuttleslowe Primary School
Edith Moorhouse Primary School
Edwards Field Primary School
Garsington CofE Primary School

SCITT
OTT

TEACHER SCHOOL HUB
Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Associate Assistant Headteacher:
Head of Sixth Form

Contract Terms: Permanent

Grade: L8-L12

Accountable to:

Deputy Headteacher / Headteacher

Purpose of the post:

- To create and develop a clear and inspiring vision for post-16 provision at The Swan.
- To lead and direct all aspects of provision within the sixth form.
- To ensure high levels of attainment and progress across the sixth form including oversight of curriculum, assessment and achievement data.
- To maintain a laser sharp focus on the attendance, experience, outcomes and destinations of vulnerable learners at KS5.
- To monitor and develop the quality of teaching across KS5.
- To lead the sixth form pastoral team in providing support and guidance for students across Years 12 and 13.
- To oversee the experience of all students in the sixth form, from recruitment through to UCAS and destinations.

Strategic Planning:

- To develop and maintain a vision and culture that inspires and motivates all students towards high levels of aspiration and achievement.
- To evaluate all aspects of sixth form provision and strategically plan to improve identified areas.
- To monitor attainment and progress of all post 16 students and address gaps at both subject and student level.
- To market the sixth form effectively and promote high levels of recruitment (internal and external) and retention through courses.
- To develop the post 16 curriculum ensuring the provision of appropriate courses responsive to the needs and interests of our students.
- To promote a sixth form community that embraces the school's values.
- To lead and develop the Swan Leadership Programme of extracurricular activities.
- To develop Swan sixth formers as future leaders including both formal and informal leadership opportunities within the school and beyond.
- To lead a pastoral team in providing care and academic support for sixth form students.
- To lead and direct (with DHoSF) the work of tutors and co-tutors delivering the pastoral curriculum.

- To promote a culture of outstanding attendance in the sixth form and to support the work of the attendance team to ensure that students are in school, on time and ready to learn. This may include analysing trends, leading contract meetings, attending weekly accountability meetings.
- To plan for student progression for school leavers including UCAS processes, employment and other destinations.
- To contribute to the development of whole school strategy through membership of the Middle Leadership Team (Curriculum and Pastoral as appropriate)
- To work with the leadership team to help plan, organise, develop, monitor, evaluate, and review the school development plan.

Teaching & Learning:

- To set and maintain very high standards as a teacher, acting as a role model for others across all faculties.
- To set and promote an ethos of high expectations and rigour throughout all teaching and learning in the sixth form.
- To lead in the development of teaching and learning at post- 16 level including planning and leading training where appropriate.

Skills & Knowledge

- To maintain up to date knowledge of curriculum development and innovation, of good practice and of research and inspection findings across education and specifically on post 16 issues.
- To have and maintain knowledge of sixth form funding
- To have a strong understanding of progression to Higher Education and other post- sixth form options.
- To have and develop skill in leading and managing others and have strong interpersonal skills.
- To have excellent personal organisation and management skills.

Student Outcomes:

- To align with the school's vision that students can achieve 'more than they believed possible' at Swan and to use a range of data and raising achievement strategies to realise this ambition.

JOB DESCRIPTION continued

Student Outcomes continued:

- To inspire and motivate students to demonstrate excellent engagement in learning.
- To ensure close links with parents of sixth form students, giving regular feedback and guidance.
- To oversee a programme of social and community activities for the sixth form.
- To provide and develop work related learning opportunities within the sixth form.
- To be accountable for standards and achievement in all post 16 courses.
- To celebrate success and offer support and guidance at A level and GCSE results days.

Leading Others:

- To make strategic decisions on areas of responsibility within the sixth form team.
- To support and challenge teachers, tutors and support staff to work towards the highest standards within all aspects of the sixth form.
- To participate in the school's appraisal process, as an appraiser and appraisee.
- To participate in the recruitment and selection of new staff and their induction as appropriate.

Resources:

- To deploy all resources effectively and efficiently, including being accountable for the deployment of the sixth form budget and the 16-19 Bursary.
- To manage the Sixth Form Centre on a day to day basis ensuring the facilities are appropriately used and maintained.

Safeguarding:

- To be trained as a Deputy Designated Safeguarding Lead (DDSL).
- To follow the school and Trust's Health and Safety rules and procedures and adhere to safeguarding principles.

Additional Duties:

- To maintain a high profile around the school and within the community
- To lead electives and supervise independent study periods as directed.
- To contribute to school events including assemblies.
- To attend and contribute to selected leadership team meetings as required.
- To attend and contribute to governors' meetings when required.
- To participate in the day-to-day organisation of the school including school assemblies, duty rota and cover.

- To represent the school at meetings and conferences.
- To comply with any reasonable request from a manager to undertake work of a similar level not specified in this job description.

Other responsibilities:

- To be an effective member of a pastoral team.
- To lead electives activities and independent study periods as directed.
- To consistently apply and contribute to the development and implementation of whole school policies.
- To communicate with parents/carers and appropriate other agencies.
- To contribute to school events.

General responsibilities as part of the Trust:

- Provide high quality support as part of a committed and flexible team;
- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos/work/aims of River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in the school's Appraisal process; training and other learning activities to support performance development as required;
- Carry out other duties as required from time to time by Line Manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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.

The River Learning Trust and its community of schools are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.

PERSON SPECIFICATION

Criteria	Qualities	Essential / Desirable
Qualifications	<ul style="list-style-type: none"> Education to good honours degree level plus teaching qualifications. 	E
Experience	<ul style="list-style-type: none"> Sustained successful experience as a classroom practitioner across the age and ability range, including experience of teaching at sixth form level. Successful experience of leading change at a departmental, year group or whole school level. Successful recent management experience leading to enhanced student attainment and high quality educational provision. Evidence of continuing professional development. Knowledge of the UCAS process and careers education Experience of leadership at sixth form level 	E E E E D D
Personal Qualities	<ul style="list-style-type: none"> An ability and willingness to empathise and listen, and to be self critical and reflective. Enthusiasm, hard-work, integrity, creativity, flexibility, and resilience. An understanding of, and commitment to, equal opportunities in its widest sense and a commitment to inclusive education. A sense of fun as well as the ability to work hard and calmly under pressure. A commitment to child protection in its broadest sense to empower learners and prevent harm. 	E E E E E
Skills & Knowledge	<ul style="list-style-type: none"> Supporting others to achieve highly effective teaching and learning. Experience of raising the achievement of diverse groups of students across the ability range. Experience of planning strategically. Success at motivating staff to raise student performance and at enthusing them to develop new ideas and initiatives. Understanding and experience of self review systems as a tool for school improvement. Awareness and understanding of current educational issues, developments in best practice, and government policies. The ability to delegate, consult and be decisive. Experience of working under pressure and successfully managing competing demands and deadlines. The ability to communicate effectively both orally and in writing, with a variety of audiences. An ability to work with, motivate and develop other staff. An understanding of the role of leadership team members and the professional qualities required to fulfil the role effectively. Experience in using data to promote achievement. An ability to manage the performance of others and get the best out of those you manage. 	E E E E D E E E E E E E



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www.theswanschool.org.uk