

HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT
Headteacher: Anne Kelly BA MBA
Telephone: 01795 424223
www.highsted.kent.sch.uk
Email: recruitment@highsted.kent.sch.uk

Leader of Wrapped Around Services (maternity cover)

37 hours weekly, term time only plus 4 weeks
(Highsted Academy Band 7: £22,182 to £25,112 pro rata)

Friendly, flexible and enthusiastic individual required to work at this outstanding girls' grammar school.

The successful candidate will fulfil a non-teaching role by liaising with staff and students in order to promote the well-being of students within the school across all key stages.

Experience of working with young people would be an advantage but specific training will be given to the successful candidate.

Further information and an application form are available from Linda Sayers at the school. Closing date for applications: noon Tuesday 21 January 2020.

The school reserves the right to consider the merits of early applications.

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.





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GENERAL INFORMATION

Summer 2019 school performance:

GCSE results achieved by pupils at the end of key stage four

	2019	2018
Percentage A*/A grades / 7 and above	41.5%	52.8%
Percentage of pupils gaining 9 - 4 grades, in English and maths	97.0%	98.4%
Percentage of pupils gaining at least two 9 - 4 grades, science	98.2%	97.6%
Percentage of pupils gaining at least one 9 - 4 grade, MFL	60.4%	86.2%
Percentage of pupils achieving history or geography 9 – 4	96.0%	96.0%
Percentage of pupils achieving English Baccalaureate*	60.0%	84.0%

* **English Baccalaureate** consists of 9 - 4 grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A-level results achieved by students at the end of Year 13

	2019	2018
Percentage pass rate	99%	98.3%
Percentage A*-B grades	60%	64.6%

'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'

'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'

'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'

'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'

'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 856 on roll, including 179 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92nd in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an

opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (January 2018)

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
RESPONSIBILITIES FOR EDUCATIONAL SUPPORT STAFF

Job title: Leader of Wrapped Around Services (maternity cover)

Reports to: Assistant Headteachers and SEND Manager
Line Leadership meetings with the Headteacher

Postholder's name:

Date:

Grade: Highsted Academy Trust Band 7

Hours: 37 hours a week, term time only plus 4 weeks

Purpose of job

To promote the well-being of students within the school across all key stages.

Hours of work 8.05 am – 5.15 pm Monday to Thursday, 8.10 am – 5.15 pm Friday, term time only plus four weeks (incorporated) and Staff Development days.

Dimensions

1. Line management responsibilities:

Not applicable.

2. Statistical information relating to the scope of the job.

School roll: 856

Agreed by

Approved by

Date

Principle accountabilities

- To provide training and support to staff on matters relating to resilience, anger management, self-harm, bereavement counselling, eating disorders, self-esteem and confidence.
- To triage in house student referral to determine from a wheel of services available to support children in response to their needs.
- To implement support for vulnerable students whilst awaiting engagement from external agencies e.g. CAMHS.
- To be the link member of staff between the school and external support services, monitoring progress to ensure improved well-being.
- To track attendance (the earliest internal indication that a child might require additional support to thrive).
- To run student group sessions and workshops reflecting on the needs of students and their well-being.
- To maintain the support programmes that are in place for students on appointment to the role.
- Liaise with the safeguarding lead in school and the appropriate Assistant Headteacher.
- To investigate and work to resolve pastoral issues raised by parent/students in liaison with the Head of House and the appropriate Assistant Headteacher.
- To update the monitoring systems that are established to track students' progress and well-being.
- Be available to support key vulnerable and target groups daily during lunchtime in the allocated safe space.
- Lead the peer mentoring programme across key stages to promote successful vertical relationships within the school.
- Act as a first aider after receiving appropriate training and ensure training is kept up to date.
- To play a key role in Year 6 to Year 7 transition to the school supporting the needs of identified vulnerable students.
- To provide a well-being strand at all scheduled parental evenings as directed by the school.
- To meet with the line leader and SEND Manager weekly to enable regular review and discussion, and feedback to the Assistant Headteacher and Designated Safeguarding Lead at the end of the week.

Necessary experience:

- Good level of general education at GCSE or above, together with good numeracy and literacy skills.
- Undertake First Aid training and maintain certification.
- Use of basic technology (computer, DVD, photocopier etc.)
- Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.
- Understanding of school's financial procedures.
- Keep up-to-date with current procedures and practices through continuing professional development undertaking training as required.
- A sound background in an administrative environment.

Confidentiality

All personal information regarding students, parents, employees at the school to which the Leader of Wrapped Around Services may have access in the course of his/her work are to be regarded as strictly confidential in all respects even within the working environment. Disregard of confidentiality will be grounds for disciplinary procedure.

To fulfil as an employee, legal obligations under Health and Safety requirements; namely those of personal safe practice and the promotion of Health and Safety procedures generally.

Job context

The post holder must work on their own initiative and as part of a team.

Organisational structure

Headteacher



Assistant Headteachers and SEND Manager



Postholder (37 hours per week, term time plus 4 weeks)