

# ON TRACK EDUCATION



ASSISTANT HEAD (CURRICULUM)  
SILVERSTONE

# ON TRACK EDUCATION SERVICES



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ON TRACK EDUCATION SERVICES LIMITED WAS ESTABLISHED BY A TEAM OF SEN TEACHERS IN 2004. WE NOW HAVE EIGHT INDEPENDENT SPECIAL SCHOOLS, AND ADDITIONAL SUPPORT SERVICES, AROUND THE COUNTRY FOR YOUNG PEOPLE WITH A RANGE OF DIVERSE SPECIAL EDUCATIONAL NEEDS.

## ON TRACK SILVERSTONE

Our Silverstone school is an independent special school with places for up to 40 pupils aged 11 to 16 with a range of social, emotional and mental health difficulties. Our pupils often have histories of educational difficulties, poor attendance and/or exclusion from mainstream education. Many have special educational needs including behavioural, emotional, mental health and social difficulties and histories of challenging behaviour. Some have additional difficulties and specific learning difficulties including dyslexia, social communication difficulties, attention deficit hyperactivity disorder and autism.

We support our pupils to fulfil their potential by giving them unconditional support, providing them with good quality teaching and empowering them to effectively manage their own behaviour.



Our staff team work together to build and maintain positive professional relationships with all pupils, treating each pupil with tolerance and respect. We strive to provide our pupils with a sense of success and positive achievement, approached by giving every pupil unconditional support, underpinned by THRIVE principles.

Our new school site opened in Silverstone in September 2019. The school, moved from its old site in Silsoe, was judged to be 'Good' by Ofsted in 2024. This new school site has been inspected and approved by Ofsted in and offers excellent facilities to deliver academic, creative, vocational and outdoor learning opportunities.

# RECRUITMENT AND SELECTION STATEMENT

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The safe recruitment of staff is the first step in the effective safeguarding and promoting the welfare of our pupils. On Track Education is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

On Track Education recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. On Track Education is committed to ensuring that the recruitment and selection process is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. On Track Education will uphold its obligations under law to not discriminate against applicants.

On Track Education will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references, one from most recent employer\*
- verification of the candidate's identity
- a satisfactory enhanced DBS check (including barred list information)
- verification of the candidate's mental and physical fitness for the post
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempted)
- the production of evidence of the right to work in the UK
- a check for a teacher prohibition order
- a check for a section 128 direction (for management positions)
- online searches may be conducted on shortlisted candidates to help identify any issues that are publicly available

NB It is illegal for anyone who is barred from working with children to apply for, or work in our schools in any voluntary or paid capacity.

- On Track Education will contact current and previous employers, if an applicant is shortlisted, as part of pre-appointment checks. In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. On Track Education will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.
- Further checks may be made for applicants who have lived or worked outside the UK. These will include a check for information about any sanction or restriction that an EEA professional body has imposed.

# RECRUITMENT AND SELECTION STATEMENT

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On Track Education will take up any discrepancies or anomalies in the information provided or issues arising from references at interview.

On Track Education will contact current and previous employers of those applicants.

On Track Education will keep and maintain a single central record of recruitment and vetting checks, in line with the statutory requirements.

On Track Education requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within On Track Education are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances. On Track Education is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s).

# EQUALITY, INCLUSION AND DIVERSITY

ON TRACK EDUCATION IS COMMITTED TO THE PRINCIPLE OF EQUAL OPPORTUNITY IN EMPLOYMENT

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On Track Education is committed to the principle of equal opportunity in employment. The terms equality, inclusion and diversity are at the heart of this policy. 'Equality' means ensuring everyone has the same opportunities to fulfil their potential free from discrimination. 'Inclusion' means ensuring everyone feels comfortable to be themselves at work and feels the worth of their contribution. 'Diversity' means the celebration of individual differences amongst the workforce. We will actively support diversity and inclusion and ensure that all our employees are valued and treated with dignity and respect. We want to encourage everyone in our business to reach their potential.

We value people as individuals with diverse opinions, cultures, lifestyles and circumstances. All job applicants, employees and workers (including agency workers) are covered by this policy and it applies to all areas of employment including recruitment, selection, training, career development, and promotion. These areas are monitored and policies and practices are amended if necessary to ensure that no unfair or unlawful discrimination, intentional, unintentional, direct or indirect, overt or latent exists.

Equality of opportunity, valuing diversity and compliance with the law is to the benefit of all individuals in our Company as it seeks to develop the skills and abilities of its people. While specific responsibility for eliminating discrimination and providing equality of opportunity lies with managers and supervisors, individuals at all levels have a responsibility to treat others with dignity and respect. The personal commitment of every employee to this policy and application of its principles are essential to eliminate discrimination and provide equality throughout the Company.

Management will ensure that recruitment, selection, training, development and promotion procedures result in no job applicant, employee, or worker receiving less favourable treatment because of a protected characteristic within the Equality Act 2010 which are race (including colour, nationality, ethnic or national origin and caste), religion or belief, disability, sex, sexual orientation, pregnancy or maternity, gender reassignment, marriage/civil partnership and age. In accordance with our overarching equal treatment ethos, we will also ensure that no-one is treated less favourably on account of their trade union membership or non-membership, or on the basis of being a part-time worker or fixed term employee. The Company's objective is to ensure that individuals are selected, promoted, and otherwise treated solely on the basis of their relevant aptitudes, skills and abilities.



# ASSITANT HEAD (CURRICULUM)

<b>Responsible to:</b>	Mandy Hayward-Flint , Head Teacher
<b>Location:</b>	On Track Education Silverstone
<b>Salary:</b>	44,265 – £48,875 per annum, dependent on qualifications and experience.
<b>Contract type:</b>	Full-time: 8:30 am to 5:00 pm, Monday to Friday



## SAFEGUARDING

All On Track staff are expected to maintain an awareness of equality and diversity in relation to pupils, staff and visitors to On Track.

On Track places safeguarding and wellbeing at the heart of all that it does and all staff are expected to:

- adhere to the Staff Code of Conduct policy at all times
- read and ensure their full understanding of all school policies
- be mindful of safeguarding and child protection issues in relation to all pupils
- report any concerns using the appropriate documentation
- engage positively in all training opportunities



## CORE REQUIREMENTS

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- inspire confidence in pupils and colleagues
  - participate actively in team building with colleagues
  - engage and motivate pupils
  - have lead responsibility for (subject) across the settings and develop plans which identify clear targets for progression
  - improve the quality of pupils' learning
  - contribute to the development and implementation of the school's policies and procedures
  - participate in the training opportunities offered
  - effectively manage pupil behaviour
  - promote and safeguard the welfare of the pupils
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## JOB PURPOSE

- The Assistant Head is a key member of the Senior Leadership Team and will work closely with the Headteacher to ensure the highest quality of education for all pupils.
- The successful candidate will provide strategic leadership of curriculum development, teaching and learning, assessment and staff development. They will play a leading role in ensuring that the curriculum is ambitious, personalised and designed to meet the needs of all learners, while contributing to school improvement, safeguarding and the school's ongoing development.
- The postholder will also undertake responsibilities as a Deputy Designated Safeguarding Lead (DDSL) and lead on curriculum-related professional development across the school.



## JOB DESCRIPTION

### Key Leadership Responsibilities

- Support the Headteacher in the strategic leadership and management of the school.
- Deputise for the Headteacher when required.
- Contribute to school self-evaluation and development planning.
- Support the school in meeting all Independent School Standards.
- Promote a culture of high expectations, inclusion and continuous improvement.
- Lead by example and model outstanding professional practice.
- Work collaboratively with staff, families and external agencies to achieve the best outcomes for pupils.

### Curriculum Leadership

- Lead the development, implementation and evaluation of the school's curriculum.
- Ensure curriculum intent, implementation and impact are clearly defined and understood by all staff.
- Ensure the curriculum is ambitious, personalised and responsive to the needs of pupils with SEND and SEMH needs.
- Monitor curriculum quality through lesson observations, learning walks, work scrutiny and pupil progress reviews.
- Lead curriculum developments in response to Ofsted expectations, SEND best practice and school improvement priorities.
- Ensure curriculum pathways support preparation for adulthood, independence and employability.
- Promote foundational knowledge, reading and communication development across the curriculum.
- Support the development of numeracy and wider learning skills.
- Review and adapt timetables and curriculum structures where required.
- Ensure pupils have access to meaningful accreditation pathways and positive post-16 destinations.

### Teaching, Learning and Assessment

- Support and challenge staff to deliver high-quality teaching and learning.
- Ensure assessment systems are effective, robust and used consistently.
- Lead the analysis of pupil progress and attainment data.
- Monitor the effectiveness of interventions and support strategies.
- Ensure EHCP outcomes are reflected within planning, provision and assessment.
- Use evidence gathered through monitoring activities to drive improvement.
- Ensure all pupils are supported to make meaningful academic and personal progress.

### Staff Development and Line Management

- Line manage designated teaching and support staff.
  - Lead curriculum-related professional development activities.
  - Support induction programmes for new staff.
  - Deliver and coordinate staff training.
  - Identify whole-school training needs.
  - Promote professional development opportunities.
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- Support colleagues through coaching, mentoring and performance management processes.
  - Contribute to the development of future leaders within the school.

#### **Admissions and Transitions**

- Support parental and local authority enquiries.
- Work closely with the referral team regarding prospective pupils.
- Coordinate admissions and induction processes.
- Support home visits and transition arrangements where required.
- Ensure staff are fully informed of pupils' needs before admission.
- Support effective transition planning for pupils moving on from the school.

#### **Safeguarding Responsibilities (DDSL)**

- Support the Designated Safeguarding Lead in all safeguarding matters.
- Attend and contribute to multi-agency meetings.
- Support referrals and information sharing.
- Provide safeguarding advice and guidance to staff.
- Promote a strong safeguarding culture across the school.
- Contribute to safeguarding audits and reviews.
- Ensure safeguarding remains central to all school activities and decision-making.

#### **Professional Expectations**

- Promote the values and ethos of On Track Education.
  - Maintain the highest standards of professionalism and integrity.
  - Promote equality, diversity and inclusion.
  - Maintain confidentiality at all times.
  - Build positive relationships with pupils, families and colleagues.
  - Promote and safeguard the welfare of children and young people.
  - Comply with all school policies and procedures.
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This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

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 the managers to undertake work of a similar level that is not specified in this job description.

Your normal hours of work may be varied to meet the needs of the service with which you are based. You may be required to work hours in addition to your contracted hours.

On Track Education Services is committed to safeguarding the welfare of children and young people in their care and expects all staff, contractors and volunteers to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory enhanced DBS certification and reference.

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# PERSON SPECIFICATION

EDUCATION	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS).</li> <li>• GCSE English and Maths grade 4 or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• A degree or equivalent.</li> <li>• Higher degree qualification, postgraduate courses.</li> </ul>
EXPERIENCE		
	<ul style="list-style-type: none"> <li>• Successful teaching experience.</li> <li>• Leadership experience within a school setting.</li> <li>• Experience of curriculum development and quality assurance.</li> <li>• Strong understanding of SEND and/or SEMH provision.</li> <li>• Experience of monitoring teaching, learning and assessment.</li> <li>• Ability to analyse and use data to drive improvement.</li> <li>• Excellent communication and interpersonal skills.</li> <li>• Strong organisational and leadership skills.</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Full UK driving licence and access to a vehicle.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience within a specialist SEND, SEMH or alternative provision setting.</li> <li>• Leadership qualification (NPQSL, NPQH or equivalent).</li> <li>• Experience of leading whole-school improvement initiatives.</li> <li>• Experience of supporting Ofsted inspections.</li> <li>• Experience as a DSL or Deputy DSL.</li> <li>• Experience of staff coaching and mentoring.</li> </ul>
KNOWLEDGE & UNDERSTANDING		
	<ul style="list-style-type: none"> <li>• Knowledge of relevant Education Legislation.</li> <li>• Knowledge and understanding of Ofsted inspection requirements and compliance with DfE regulations and standards.</li> <li>• Ability to prepare and deliver appropriate curriculum using a range of teaching styles and methodologies</li> <li>• Knowledge and understanding of continuous assessment and how to use this to improve teaching and learning</li> <li>• Knowledge and understanding of national accreditation and exam board procedures</li> <li>• Awareness of strategies to effectively manage the behaviour of the most vulnerable and needy children and young people.</li> <li>• Understanding of how to set and monitor behavioural targets.</li> <li>• Knowledge and understanding of the SEN Code of Practice and its implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of independent school standards</li> </ul>
PERSONAL QUALITIES		
	<ul style="list-style-type: none"> <li>• Able to establish and develop good relationships with all involved in the school.</li> <li>• Ability to communicate effectively in writing and orally.</li> <li>• Competent in the use of ICT.</li> <li>• Flexible and approachable.</li> <li>• Resilient under pressure.</li> <li>• Ability to maintain a good sense of humour</li> <li>• High levels of tolerance.</li> <li>• Professionalism.</li> <li>• Integrity.</li> <li>• Trustworthy and dependable.</li> </ul>	
ATTITUDES		
	<ul style="list-style-type: none"> <li>• A commitment to the vision and values espoused by On Track Education.</li> <li>• A commitment to having a positive attitude at work</li> <li>• A desire to meet each child's individual educational needs.</li> <li>• A belief in the intrinsic value of all pupils</li> <li>• A commitment to providing unconditional support and approval to all pupils</li> <li>• Commitment to own continuous professional</li> </ul>	



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## CONTACT US

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