



Durrington High School are seeking to appoint an  
**Assistant Headteacher**  
Standards & Inclusion



[dmat.education](http://dmat.education)

# Welcome to Durrington High School



Do you want to work in a great school with a brilliant team of staff and students? Is your core belief that all children are entitled to an excellent education, as this opens doors for them in the future? If so, read on, because we want to hear from you.

Durrington High School is part of Durrington Multi Academy Trust (DMAT) and is a large and oversubscribed school with 1650 students on roll in years 7 to 11. We have a strong and driven SLT and place a great deal of emphasis on recruiting and retaining excellent staff. This AHT post arises due to the recent promotion of the existing post holder to Deputy Headship. As a school we are committed to ensuring that all students go beyond their best. We have a track record of sustained success achieving a P8 of +0.42 last year and a 4-year trend of rapidly improving outcomes for our pupil premium students. We are both relentless in our pursuit of excellence and immensely proud of our staff and students.

Our Research School enhances further the opportunities for all who work with us. Being a Research School means that we are fully committed to evidence informed practice. There is excellent on-going support, rich professional development opportunities and many career progression opportunities on offer for all our staff. We

are really proud that the South Downs SCITT (School Centred Initial Teacher Training) is part of our organisation and provides an excellent route into teaching.

Everything we do do is driven by our core vision: ***“Going beyond our best through kindness, aspiration, perseverance and pride”***

If you:

- are an excellent teacher and leader who is committed to evidence informed practice.
- have values that align with ours.
- are seeking a new challenge and to work with a brilliant SLT.
- have the passion, commitment and drive to make a real difference to our students and school

We want to hear from you now!



**Chris Woodcock**  
Co-Headteacher



**Shaun Allison**  
Co-Headteacher

# The Role

## Assistant Headteacher

### *Standards & Inclusion*

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We are delighted to be able to advertise this key leadership role at our school. The role is aimed at a great middle leader, who is looking for their first SLT role, or an existing senior leader who is looking to develop breadth and depth of experience in a new school. You will ensure that we maintain a calm and purposeful learning environment across the school, so that all students consistently meet our high standards. This in turn will allow students to take full advantage of our rich and diverse curriculum and flourish as learners. We are relentless about this and it has been a key feature of our success in recent years.

You will be joining a hugely successful SLT, consisting of leaders who are knowledgeable, committed and passionate about delivering fantastic outcomes for our young people. This will be an enriching and exciting experience for any colleague who joins the team.

### **Main Duties**

#### ***Safeguarding Responsibilities***

- Demonstrate a commitment to keeping all children and young people safe
- Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of Trust and school policies in relation to safeguarding

#### ***Standards and Inclusion***

- Ensure that 'The Durrington Way' is kept high profile with staff, students, parents and carers and drives everything we do.
- Be a strong and visible presence across the school setting the tone and expectations across the student body.
- Ensure that all systems you lead/oversee (for example detentions, uniform, behaviour & punctuality) are fit for purpose, efficient and the data utilised to possibly affect change.
- Both strategically and operationally lead the school's SEMH/behaviour & inclusion strategy' ensure that provision is evidence informed, matches identified areas of need, is tracked for impact and provides value for money.
- Ensure leaders at all levels use behaviour and other data streams to identify and intervene where students have not met expectations (curricular and pastoral), leaders being clear on their responsibilities, taking ownership and resolving situations in a timely way where there are barriers to learning.
- Ensure that both the internal and external inclusion provision has impact whilst at the same time meeting the needs of the individual and wider school community.
- Lead pastoral leaders and staff in ensuring that a graduated approach (APDR) is being effectively and consistently used to meet the needs of the individual student.
- Liaise closely with the SEND Coordinator to ensure that learning and behaviour needs are being coordinated and monitored for individuals.
- Be a key link with a range of external providers and services so as to garner their support and create positive change for individual students without compromising their access to education.
- Be responsible for leading and quality assuring all externally commissioned provision.
- Lead on the development and delivery of the whole-school approach to wellbeing
- Lead on aspects of our complex case model, using knowledge, experience and skills to adapt support and provision for the most complex of students.

## ***Leadership of teams***

As part of the role you will lead a number of teams within the school. This will include company teams, the inclusion team, careers and the team of cover supervisors. This will include ensuring:

- Company leaders are highly effective in their role leading their team of tutors, their deputy company leader and pastoral manager to create positive change.
- The Cover Supervisor team are all effective in their role and are developed and supported with their classroom management skills so they can effectively communicate the work set by the teacher and ensure a calm and purposeful learning environment. This will also include:
  - monitoring the cover provision across the school
  - monitoring the cover feedback email to ensure behaviour issues in cover lessons are followed up
- That there is a clear plan in place (and delivered) to further develop careers provision, and engagement of all students and develop quality assurance of the careers programme. This will include:
  - proactive engagement (and extended support) for more vulnerable students in all year groups (PP/SEND) and liaison with the SENDCO
  - tracking and reporting progress in relation to all Gatsby benchmarks
  - ensuring that there is networking with external partners, including employers
  - line management of the Head of Careers to coordinate the contributions of the careers team, subject teachers and company tutors to careers education

## ***General***

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure all duties and services provided are in accordance with the trust's Equal Opportunities Policy

## ***What else will you be expected to do as a leader?***

- Uphold and support the culture and ethos of Durrington and the DMAT code of conduct.
- Be committed to celebrating diversity and addressing prejudice and discrimination in any form.
- Uphold the seven principles of public life.
- Effectively challenge and support as a line manager.
- Support the smooth running of the school on a day to day basis.
- Be a professional role model.
- Be high profile around the school at all times.
- Taking an active interest in developing the whole school improvement priorities, so that we continue to get better as a school. This will involve:
  - Playing an active part in SLT discussions, across a range of subjects.
  - Always doing so in an open, honest, kind and professional way.
  - Being outward looking and bringing ideas to the table.
  - Being aware of what the research evidence suggests might work, in relation to specific issues.
  - Being receptive and open to new ideas.
- Understanding the importance of followership – accepting and committing to the decisions made by SLT.
- Uphold and support the highest standards of uniform, conduct and behaviour with all students at all times.
- Be committed to the professional development and growth of all staff, not just the ones who directly line manage.
- Attend whole school events and activities.

**What will be the key performance indicators that we will use to look at impact by the end of the year?**

- Standards and Inclusion
  - Shortstop and long stop (lesson removal) will be used effectively and consistently across the school and overall numbers (and repeated offenders) will reduce.
  - There will be a reduction in detentions being set as result of increased consistency (and student compliance with standards/expectations)
  - The overall number of internal exclusions and repeat attendees will reduce.
  - The overall number of suspensions (and numbers of students who receive more than one suspension) will reduce.
- Cover Supervisor & Careers Team
  - Cover Supervisors will all be highly effective in their role.
  - All Gatsby benchmarks will be evidenced and met.

## Candidate specification

Leadership Attributes	Essential	Desirable
<b>Personal drive and accountability</b>	<ul style="list-style-type: none"> <li>● Uses a range of strategies and techniques, to enhance your own and others effectiveness; motivating others to succeed through your leadership/work.</li> <li>● Able to demonstrate significant and sustained impact within current leadership role, this in relation to one of more key school outcomes.</li> <li>● Able to evidence consistently strong student outcomes in your own teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of being able to significantly improve the outcomes for disadvantaged students.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>● A minimum of 3 years middle leadership with evidence of leading in one or more core areas of the role description..</li> <li>● Demonstrable impact in a range of areas within your current role and over time.</li> <li>● Able to resolve conflict in relation to students, parents/carers/staff.</li> <li>● Be highly effective in resolve discipline issues (students and staff)</li> <li>● Evidence of leading teams that have demonstrated a high stained positive impact.</li> <li>● of being able to create and implement plans that effect change.</li> <li>● Evidence of the ability to influence change through others including through outside agency professionals.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of successful management of formal complaints including those linked to               <ul style="list-style-type: none"> <li>- sanctions</li> <li>- inclusion/SEND</li> <li>- equalities</li> </ul> </li> <li>● Successfully manage discipline and underperformance matters with staff</li> </ul>
<b>Specialist knowledge</b>	<ul style="list-style-type: none"> <li>● A detailed understanding of the spectrum of needs (from SEND to safeguarding, mental health to learning) that can all present as barriers to learning.</li> <li>● Interested in and well-read around education and cognitive science research/ literature.</li> </ul>	<ul style="list-style-type: none"> <li>● ASSIST and/or DSL trained</li> <li>● A working understanding of the SEND Code of Practice</li> <li>● Working knowledge of DFE behaviour advice, guidance and statutory processes</li> </ul>

	<ul style="list-style-type: none"> <li>● Familiar with the EEF toolkit and guidance reports.</li> <li>● The ability to effectively and efficiently interpret and correlate a range of data streams, drawing summative conclusions which are then acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge and experience in using Arbor MIS.</li> <li>● Experience of using the EEF toolkit/guidance reports or similar evidence based toolkits to shape your work in school and the teams you have worked with - and able to demonstrate impact</li> </ul>
<b>Teaching &amp; learning</b>	<ul style="list-style-type: none"> <li>● Able to articulate and focus on the aspects of teaching that make the most difference to students' learning.</li> <li>● Has a good understanding of how research evidence should inform effective teaching.</li> <li>● Strong track record of exam outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● Has a broad understanding of research and current thinking around effective pedagogy - and can effectively apply to school practice.</li> </ul>
<b>Delivering CPD</b>	<ul style="list-style-type: none"> <li>● Has delivered CPD to their own team/ or whole school and can show strong impact from this.</li> </ul>	<ul style="list-style-type: none"> <li>● Has delivered CPD outside of their own school.</li> </ul>
<b>Delivering continuous improvement</b>	<ul style="list-style-type: none"> <li>● Involve and inspire a range of stakeholders to support your leadership.</li> <li>● Ability to set out and get staff followership with a clear vision including the communication of achievable pathways to realise this within teams led.</li> <li>● Relentless in the face of adversity, will always find a way.</li> <li>● Evidence of being able to successfully blend strategic planning and operational work to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of using the EEF implementation toolkit to positively lead change.</li> </ul>
<b>Impact and influence</b>	<ul style="list-style-type: none"> <li>● Uses direct and indirect influence to gain support, build alliances and secure support before presenting proposals or making decisions.</li> <li>● Be an excellent written communicator being able to adapt this to a variety of audiences.</li> <li>● Have a strong, visible and commanding presence with a range of stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>● Have strong and action orientated working relationships with key leaders in student support services across the local area</li> </ul>
<b>Resilience and emotional maturity</b>	<ul style="list-style-type: none"> <li>● Resolves even the most challenging conflict in a calm, restrained way leading to issues being successfully managed..</li> <li>● Implements appropriate decisions that lead to improvement, even if difficult.</li> <li>● Responds positively when faced with personal criticism or setbacks, maintaining a sense of perspective.</li> <li>● Has significant capacity and resilience.</li> </ul>	

## Package

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**Responsible to:** Deputy Headteachers

**Salary Grade:** Leadership Scale 12-16 depending on experience and impact.

## Safeguarding

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Durrington High School is committed to the safeguarding and wellbeing of all our students. It is a core expectation of every member of staff to safeguard the wellbeing of every child and young person within the school. Staff are supported through regular training and are expected to adhere to the school's Safeguarding and Child Protection Policy at all times.

In addition to the statutory pre-employment checks, this appointment will be subject to an enhanced DBS check, a safeguarding background check and interview.

Durrington Multi Academy Trust is an equal opportunity employer and we welcome the unique contributions that everyone can bring to Durrington Multi Academy Trust in terms of education, opinions, culture, ethnicity, race, sex, gender identity and expressions, nation of origin, age, languages spoken, colour, religion, disability, sexual orientation and beliefs.

## How to Apply

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Applicants must complete the application form and return it, alongside a supporting statement (max. 2 pages A4) to [agemel@durring.com](mailto:agemel@durring.com) or via post to Aggie Gemel, Durrington High School, The Boulevard, Worthing, West Sussex, BN13 1JX.

If you have any questions about the role, please email Aggie Gemel, Executive Assistant, in the first instance – [agemel@durring.com](mailto:agemel@durring.com)

**Closing date for applications is 9am, Monday 6th February.**

**Interviews will be held on Thursday 9th February and Friday 10th February.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified. The postholder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.

This job description may be amended at any time following discussion with the Headteacher(s), and will be reviewed annually.

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