



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE



Applicant Information Pack

Assistant Headteacher

From the Headteacher

Welcome to All Saints Catholic College. I am proud to be the Headteacher of this OUTSTANDING over-subscribed mixed secondary school in the heart of North Kensington. We pride ourselves on the strong reputation for outstanding teaching and exceptional results.

The diversity within our school is a key strength and allows students to acknowledge each other's differences whilst at the same time celebrating them. The greatest ambassadors of our school are our students who demonstrate and model excellent behaviour as well as attitudes to learning.

Included in this pack is information about the School and the role.

We aim to ensure that we offer a safe but joyous learning environment to all of our students so that that they can find the confidence to flourish during their time at All Saints.

Andrew O'Neill

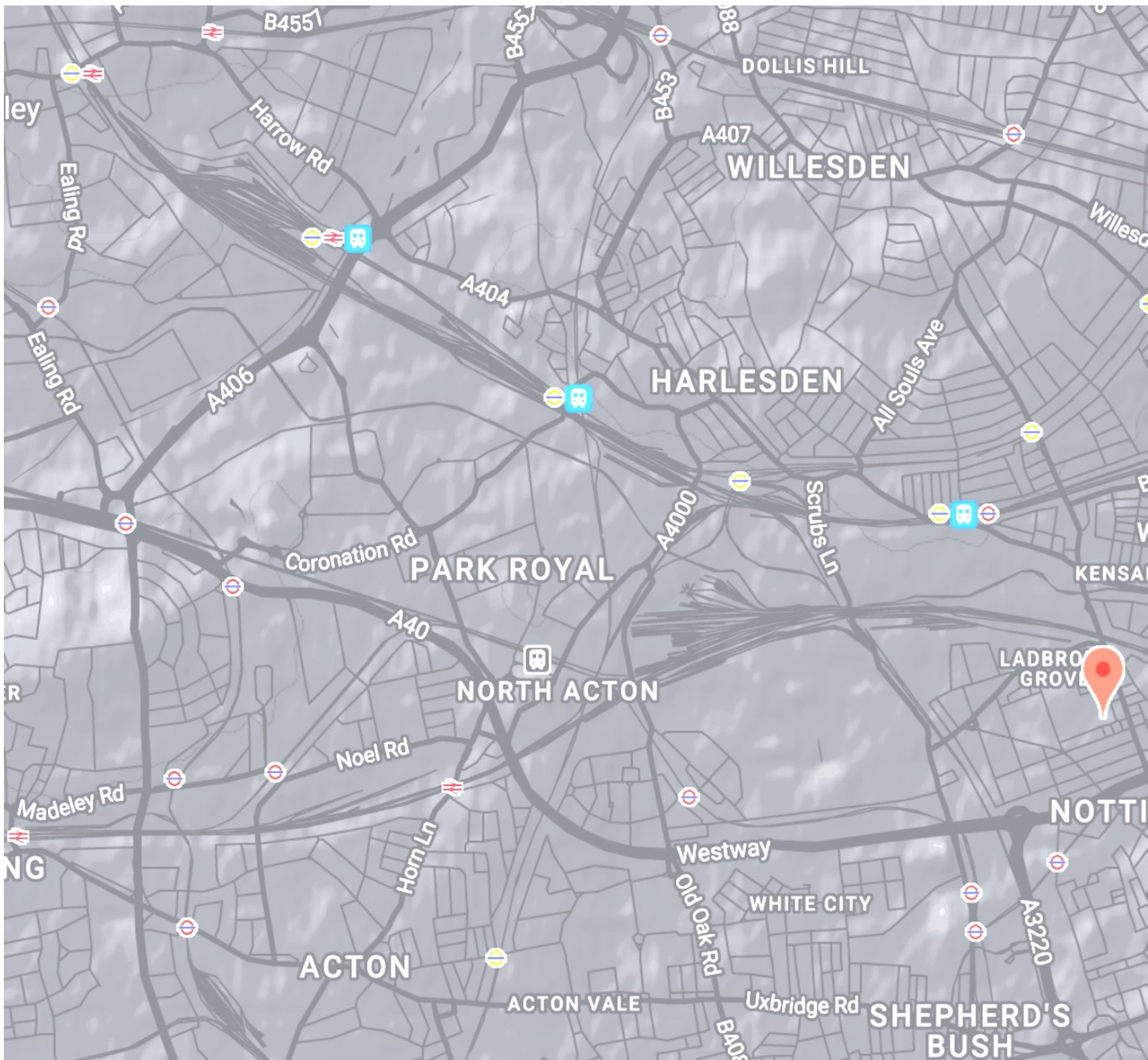
Headteacher



We can offer you:

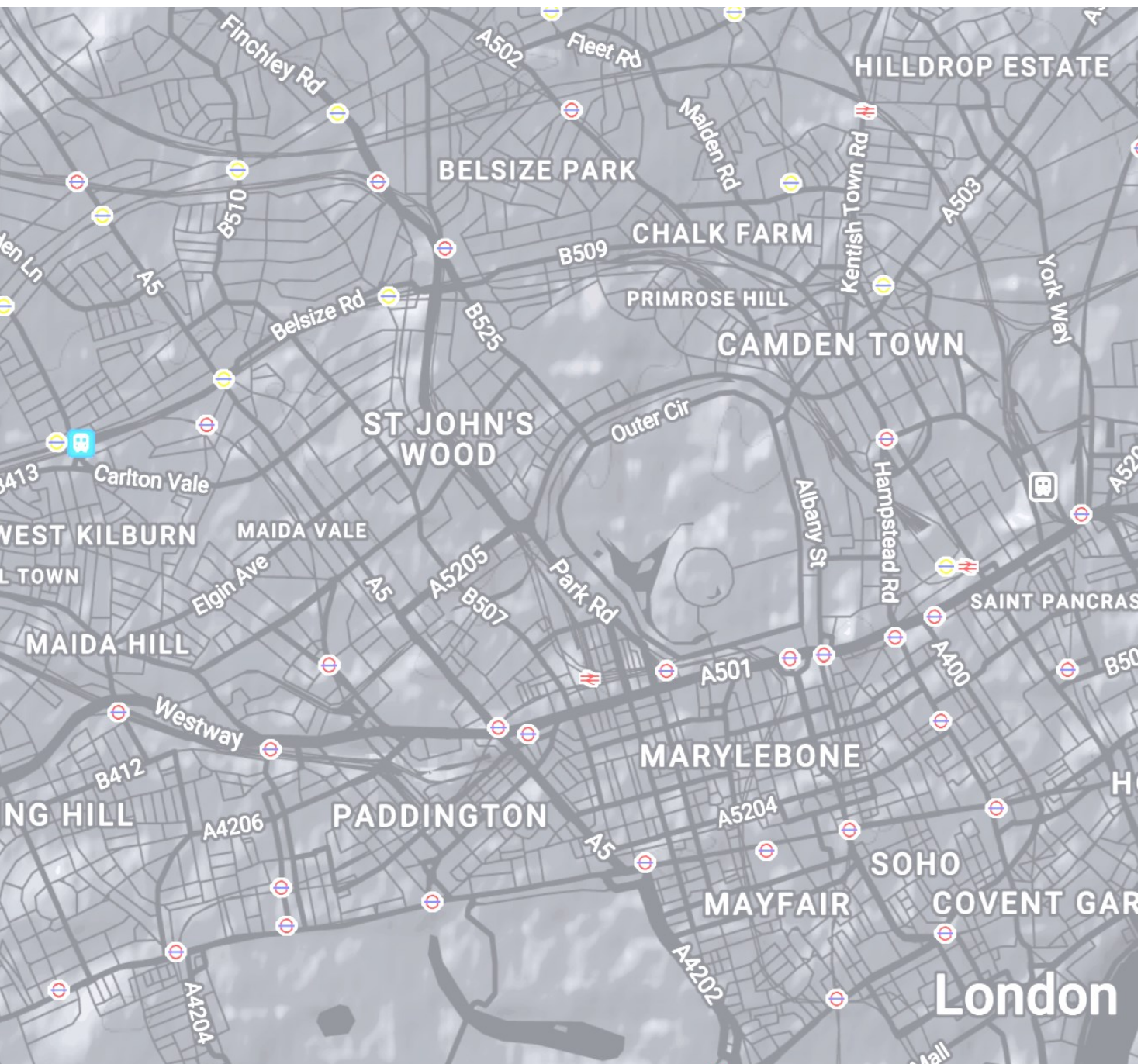
- An Ofsted OUTSTANDING school
- Staff socials throughout the year
- A commitment to staff development in terms of high-quality CPD
- Supportive line management and appraisal
- A supportive SLT commitment to staff wellbeing and reducing workload
- Coaching (not graded) lesson observations, coaching (not graded) book looks to help improve student outcomes
- A full Induction programme
- Recognition and retention of excellent staff through internal promotion
- A friendly and dedicated team of experienced and supportive teachers, teaching assistants, support staff and pastoral staff
- A team of staff who are committed to ensuring that children are both nurtured and educated
- Enthusiastic students who enjoy learning and being stretched and challenged
- Engaged and supportive governors who want the best for our students
- The opportunity to be part of the successful 'Team All Saints'

An exceptional location



Nestled in the heart of the alluring and cosmopolitan Notting Hill, All Souls is a hub for fun both in and outside of work. Merely a stone's throw from work, the area boasts an abundance of bars, restaurants, cafe's and more! Although the area is also almost on-the-spot access to a wide number of bus routes, and Notting Hill only a 15 minute walk away, should you be required to travel.

in the heart of London



St John's Catholic College's enviable location acts as the perfect central base for exploring the city. From the world famous Portobello Road and Notting Hill, the immediate area has everything you could possibly need right on our doorstep, including cafes, as well as Ladbrooke Grove Tube Station, with Westbourne Park for further travel afield.

CPD

At All Saints, we offer a plethora of CPD opportunities for our staff to ensure they maintain excellence in their role within the school. We have a rigorous CPD programme for our early careers teachers, as well as a Leadership programme which is aimed at staff who aspire to be Senior Leaders.

Teaching and Learning CPD — In order to reduce excess meetings, a majority of teaching and learning CPD is delivered by Subject Leaders. This ensures that all members of teaching staff are up to date in the most current, research-based practices for their subject area. CPD is bespoke and thoroughly planned by subject leaders, carefully based on learning walks and informal lesson observations conducted throughout the half term.

Subject Specific CPD— At All Saints, we draw on a wide research-base to inform our professional development offer. As outlined in the EEF's Teaching Toolkit, our 'two strand' approach to CPD focuses on Pedagogical development as well as Subject-Specific CPD. Again, these are led and driven on by Subject Leaders, the individuals who know their team and subject best. Subject Leaders and their teams audit schemes of work and the subject knowledge of their teams regularly, as well as drawing on the expertise of the staff in their departments to plan and deliver the most bespoke and useful subject-specific CPD sessions possible.

Early Careers Framework— With the changes to the Early Careers Induction framework, we will be working with our local Teaching Hub (Paddington Academy) in order to ensure the 'Golden thread' of early careers support is offered to staff. Our external ECF provision will be with the Ambition Institute, offering an additional modular programme of support.

Leadership — Throughout the academic year, we are fortunate enough to be visited by a number of exceptional leaders across all sectors to deliver keynotes to staff on what outstanding leadership looks like at all levels. In the past we have invited CEOs of a range of companies as well as Managers of high-performing sports teams such as Team Sky/Ineos.

Bespoke CPD— We understand that CPD is personal to everyone, and there are different needs and requirements for staff in order to fulfil their roles and responsibilities. We also consider it vitally important that staff feel comfortable to have open and honest conversations about their careers and receive the appropriate advice and support with their progression.

Literacy—We pride ourselves on giving students a "fullness of life", and for us that means serving the most disadvantaged children in the local area. In order to expand their opportunities and ability to confidently go out into the world beyond the school gates, we are devoted to improving their reading and literacy skills.

Staff Testimonials

At All Saints, we pride ourselves on cultivating a warm and welcoming community of staff. As the numbers of students within the school develops and grows, we have been fortunate enough to welcome some fantastic additions to the staff body. Some of our colleagues share their experiences of joining All Saints below:



Stephen Bick – Music

“The team culture at All Saints was something I was surprised by - at the schools I trained at, other staff didn't really take the initiative to talk to me, and the staff rooms were just full of busy people waiting for the photocopier. But I felt really welcome here, right from my interview day. Now that I've been here for 8 months, I know pretty much everyone, and enjoy seeing colleagues around school.”

Fiona Maguire – RE

“All Saints is a fantastic place to work, the sense of community is apparent from the first time you step into the school. No matter what happens during the day the minute you step into the staff room you know you will be greeted by lovely and friendly members of staff who ask and actually care about how your day is going. This school is so great that I asked to come back after my PGCE placement, I could honestly not think of another school I would rather start my teaching career off with!”



Bethany Ames — Head of English

“From the moment I started working at All Saints Catholic College three years ago, I felt welcome and supported. In the time I’ve been here, I’ve occupied a number of different roles, and in each one, I have learnt so much from my co-workers and mentors – all have guided me professionally, spiritually and emotionally. The atmosphere around school is one of community and warmth, and I genuinely look forward to coming into work everyday (after the morning coffee, of course).”

Kemi Obikoya— Food Technology

teacher “As a new member of staff at All Saints I feel welcomed, supported and happy to have joined a school with a strong community spirit. The friendliness and understanding between colleagues is refreshing and wonderful to be a part of. Led by a supportive and strong leadership team, the school-wide community spirit builds activities that link students, parents and teachers. This helps foster school traditions and promotes inclusiveness. The learning environment is more fun at All Saints, which makes teaching even more enjoyable.”



Rob Walmsley — Data Analyst

“In the All Saints staff room you will find cycling fanatics, Bake Off champions and even a few big time actors. It’s a great environment to work in. Everyone is very welcoming and it’s easy to build valuable working relationships.

Although I am not a member of teaching staff, I still feel connected and integrated into the staffing team. I’m always able to reach out to others who will be able to provide advice and knowledge.”

Laura Mullertz—Head of KS3 Science

“My experience so far at All Saints has been incredible. Both staff and students have been very welcoming, and have enabled me to feel integrated into the community from day one. The school has undergone a considerable transformation over the past few years, and that can undoubtedly be largely attributed to the positive attitude and camaraderie throughout All Saints. Every person you speak to is proud to be a part of the school, and this enthusiasm makes every day here so enjoyable.

‘Friday Fun’

We are an incredibly sociable, close-knit staff community here at All Saints. Staff genuinely get on, support one another and form strong friendships. During every half-term, resident ‘Governor of Fun’ Mr Billy Forshaw organises a number of events for staff to participate in after school on a Friday. One of the most popular events included a ‘Staff Bake-off’ kindly organised and run by Ms Kemi Obikoya in the Food Tech room. Other activities included a fantastic watercolour painting session with our very own Head of Creative Technologies, Ms Katie Nicholls, volleyball with team PE and the ultimate game of laser-quest!

‘The Camino De Santiago’

In the first week of the Easter holidays in April 2018, the Headteacher and several members of staff embarked on a mammoth walking/cycling Pilgrimage of The Camino De Santiago. A few days earlier, the school mini-buses had left Ladbroke Grove and arrived in the North of Spain to greet the staff who had travelled via plane to Biarritz airport. The trip spanned 500 miles over five days, filled with fantastic food, drink, hostel-hopping and sore legs all round!

Keeping staff happy!

It is vital to ensure that staff are kept happy—and in most instances it’s the little things like a bacon sandwich or coffee and a flapjack that can do just that! On those cold, dark Mondays in December and January, there’s nothing better than a bacon/egg butty in the morning to get you going. Every Monday you will find the SLT cooking up a storm in the school’s kitchen, and bacon/egg sandwiches are served in the staffroom from 8am. On Wednesdays, coffee and sweet treats are served at break-time and every Friday morning staff are provided with breakfast trays of pastries and fruit juice to enjoy.

Research

As a school, keeping informed of areas of development in pedagogical research is a vital way of ensuring that we deliver the best teaching possible for the students in our community. It is not uncommon at All Saints for staff to write blogs and share / reflect on research, as well as offer CPD on good practice based on research-informed reading. One blog published in our School review by Associate Deputy Headteacher, Ms Sinead Nammock is below, and reflects on, the imperative need and current drive at All Saints to develop and improve the vocabulary of our students in order to further their life chances.

In one of our latest staff meetings, we focused on the importance of vocabulary building and oracy within the school.

The meeting was based on the research of Alex Quigley, Director of Huntington Research School, English teacher and writer for the TES and Teach Secondary magazine. In his most recent book 'Closing the Vocabulary Gap', Quigley powerfully reminds teachers about the significant responsibility of knowing and sharing a broad and sophisticated vocabulary with the students in their care

In the book, Quigley makes a poignant point about the concept of closing social inequality:

"Many a politician has been heard promising to 'close the vocabulary gap' of social inequality, but seldom can we credit them for doing so."



Teachers will not end inequality, but one of the biggest points of discussion for staff in the meeting was how best we could shrink these complex issues. In the book, Quigley notably remarks that by “sharing a wealth of words” with our students is one of the small ways we can do so. Deliberately choosing the words we use with students, upgrading words with synonyms and discussing the fascinating origins and meanings of words may seem insignificant, yet if done frequently enough may prove to be transformative for them. As a staff, we reflected on the quote by George Herbert, Welsh poet, orator and priest:

“Good words are worth much but cost a little”

As a staff body, Herbert’s reference to “words” helped us reflect on the conversations we have with our students in classrooms, corridors and break duty: that every little conversation had may introduce our students to new and exciting words they can use themselves.

At All Saints, we see it as our moral duty not only to academically educate the

children in our care, but also offer them the vital tools for success in life beyond the school gates. These tools include securing the best possible GCSE results in order to unlock the door to the next stage of their lives. As teachers, we have seen this in the introduction of the new GCSE 9-1 specification, where our students are expected to sit longer, increasingly difficult examinations at every key stage. As you will know, in most subjects your children will have already sat two end of topic assessments, or their mock examinations if they are in Year 11. These assessments at all levels are rigorous and demanding for the students, which makes the emphasis on vocabulary all the more important to secure their success.

Notably, Quigley points out that the failure of exams is sadly often inextricably linked to a student's postcode. Essentially, where a student lives has a high chance of determining how well they will do in an examination. At All Saints, and as our best-ever 2019 GCSE demonstrate, we are successful in challenging these obstacles and boundaries that face children today. On average, students at All Saints achieved over half a grade more than expected, reinforcing that our consistently high expectations for all reap rewards. With an added emphasis and focus on the development of vocabulary through staff CPD and INSET, this will only serve to strengthen the achievements of the students in our care.

The ideas discussed in this illuminating academic book were shared with staff as a reminder of the great importance of developing and extending the vocabulary and oracy of the students at All Saints.

Some of the key issues raised in the meeting I would like to share with you, because if maintained both at home and at school, will make the most impact on our children. Having the highest expectations for the children in our care is something we should all strive for, and we can work to achieve this by challenging their use of slang words and phrases such as “basically”, “aint”, “literally” and “man”. In order to succeed in whatever they wish to achieve, whether it be a sixth form, university or work interview; our children must be able to articulate themselves eloquently and confidently as well as recognising the need for formality in certain situations.

Lastly, the book points towards the vital importance of parents talking to children at home. Evidence points towards the vocabulary gap discussed earlier in this article as beginning far before children attend school, and only widening as they get older. Statistically, children from affluent backgrounds are exposed to on average, 32 million more words than children from disadvantaged families, and it is the talk-gap as opposed to the education of parents, economic status or race that points to this huge gap. Talking to our children about current affairs, news stories, novels they are reading or asking questions about their day at school, subjects and clubs can also help to narrow the vocabulary gap that exists and inhibits students from thriving academically.

Therefore both parents and staff can work together in order to equip our students and children with the tools necessary to leave All Saints as confident, articulate and successful young people.

Job Description

Job title: Assistant Headteacher

Salary: L12-16 (Inner London)

Contract type: Permanent

Responsible for: Although we aim to tailor the post to the strengths of the candidate, the successful candidate will largely lead on the academic life of the school, including: curriculum development, pupil progress, teaching and learning and professional development.

Main purpose

To support and assist the Headteacher and Deputies in providing dynamic and professional leadership for the school, ensuring high-quality education for all students and high-quality professional learning for all teaching staff. To provide strategic leadership, under the direction of the Headteacher, in formulating the aims and objectives of the school.

Key responsibilities

- Work with the Headteacher and Governors to create a shared vision which expresses core educational values and is inclusive of all stakeholders.
- Support the day-to-day management of the school.
- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all students.
- Build positive relationships with all members of the school community and a positive culture.
- To liaise and work with relevant governors as appropriate.
- To assist with the leadership of the school including teacher appraisal, quality assurance, general student conduct and welfare.
- To be integral to the creation and communication of a vision, sense of purpose and strong identity for specific areas which fully reflects the school's distinctive ethos and mission. To act in accordance with this vision at all times.
- To contribute to whole school Self Evaluation.
- To contribute to the School Improvement Plan in accordance with the school's strategic priorities.
- Demonstrate both enthusiasm and high standards of teaching and learning to colleagues and students.
- Execute exemplary leadership skills at all times and to be a role model to staff and students.
- Identify staff development needs.

- Ensure that all subject staff understand, and are actively implementing, the school's behaviour and inclusion policies. To ensure excellent student conduct across the school at all times.
- To be accountable for the quality of teaching, learning and assessment and student progress.
- Ensure the implementation of the school's assessment procedures, ensuring all students have timely and appropriate feedback.
- Create a purposeful learning environment where students feel secure and confident.
- Facilitate peer observation and professional dialogue.
- Support the recruitment, training, induction and development of new staff.
- Work effectively with partner schools, external agencies and the community.
- Actively and loyally promote the school at all times including school functions such as Open Evenings.
- Play a full part in Senior Leadership Team meetings.
- Communicate and co-operate with stakeholders outside the school and to actively promote the school's ethos when doing so.
- Be available to colleagues to give advice and provide support.
- Support colleagues to oversee the active monitoring and tracking of student progress in particular areas.
- Promote and publicise the work of All Saints internally and externally to the community including through a range of social media.
- Take a major role on school improvement in all areas.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Other specific duties:

- To engage actively in the performance review process.
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description.

Person Specification

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status with degree • Evidence of continued professional development
Experience	<ul style="list-style-type: none"> • Must have senior leadership experience • Must be able to demonstrate leadership over a curriculum area • Contributing to decision-making and leading initiatives • Leading teams and participating as a team member • Setting high standards to staff and students by personal example • Contributing to raising standards in teaching and learning to improve achievement • Setting targets for students and monitoring student performance Setting targets for own work, for the work of colleagues and reviewing progress/ outcomes • Dealing with day-to-day issues while remaining focused on longer-term goals • Participating fully in self-evaluation and professional development • Lead and inspire others • See tasks, plans and ideas through to completion • Think strategically but have an 'eye for detail' • Undertake complex, problem-solving tasks such as data analysis • A clear vision for the future based on a knowledge of how a school can thrive • Use emotional intelligence to manage change effectively develop links and access resources • Use ICT solutions effectively and with confidence
Skills and knowledge	<ul style="list-style-type: none"> • Creative and imaginative • Ambitious • Committed to improving standards • An effective lead motivator • Good sense of humour • Genuine concern for others • Decisive, determined and self-confident • Integrity, trusted, honest and open • Empowers, delegates, develops potential • Accessible and approachable • Encourages critical and strategic thinking
Personal qualities	<ul style="list-style-type: none"> • Ability to build and form good relationships with students, colleagues and parents / carers. • Ability to adapt approach to the needs of the student. Including those with special education needs. • Knowledge of the issues that affect young people and impact adversely on their development • Ability to work constructively as part of a team, understanding school roles and responsibilities including own. • Ability to work independently. • Ability to deal with confidential data / issues appropriately.

“I have come so
that you may
have life,
Life in all its
fullness”

John 10:10

Applying

Assistant Headteacher –

To find out more information about All Saints please look at our school website where you will find our latest information: www.allsaintscc.org.uk

All job details and an application form are available to view and download from the school website under the vacancies section, TES online, Department for Education Vacancies website. Alternatively, you can download an application form [here](#).

Should you wish to obtain further information about this post, please contact Ms Lagunas, the Headteacher's PA, on [02089697111](tel:02089697111) or rm.lagunas@allsaintscc.org.uk.

This is an important appointment for the school community and you will be expected to work with and support the Headteacher and other staff in leading the school forward in its next stage of developments to secure sustained and continuous improvement.

Please apply by writing a personal statement outlining your suitability and reasons for wanting this post with a completed application form to Rosa Lagunas (rm.lagunas@allsaintscc.org.uk).

Deadline: Monday 29th January 2024

Interviews: Will take place on the week beginning 5th February 2024

Start date: September 2024

Child Protection and Safeguarding

At All Saints, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way. Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction.

“Leaders and teachers
are unwaveringly
ambitious for all pupils...

They are experts in
ensuring that all pupils are
making progress through
the curriculum”

- Ofsted 2022





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