







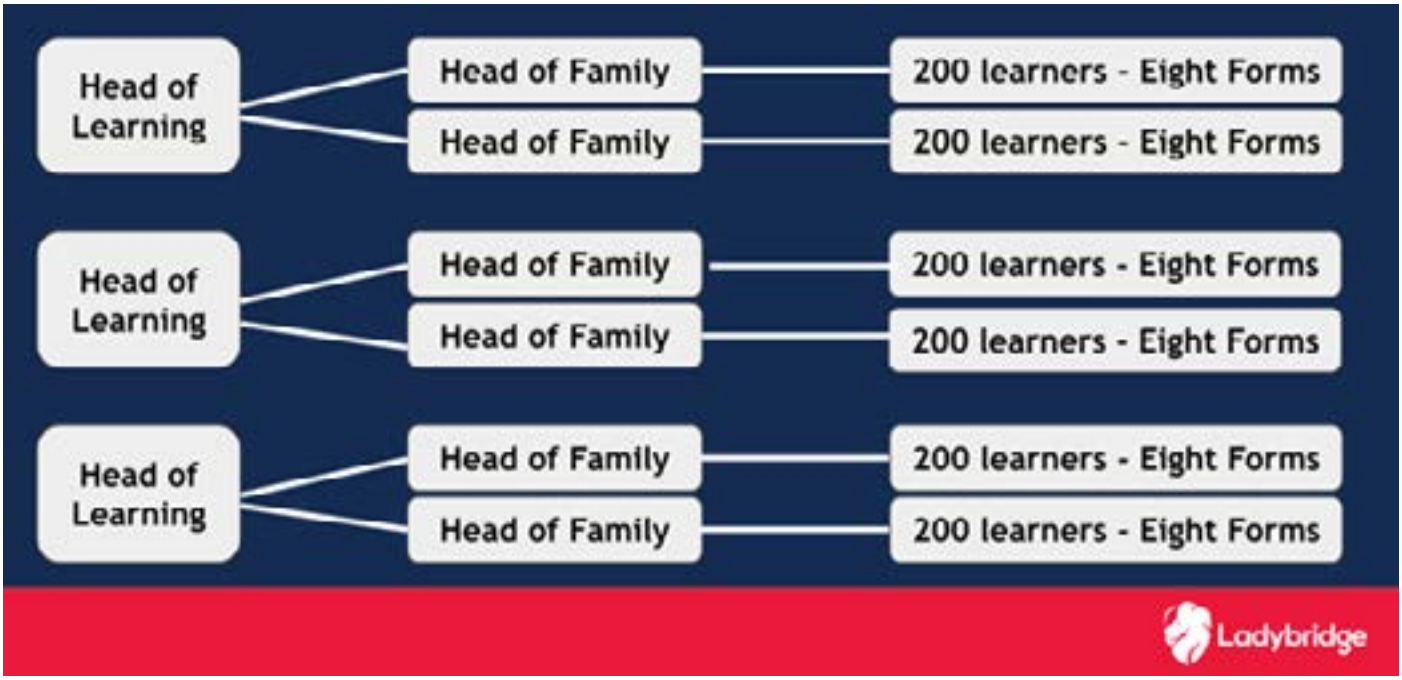
Ladybridge

Recruitment Pack

2023-2024

Recruitment Pack
Head of Family

The successful candidate will initially work as a Head of Year, within a horizontal, same age, year group system before moving to become a Head of Family within a mixed age 'vertical tutoring' pastoral structure from September 2024. The new structure is summarised by the diagram below:



This new structure will create a more 'human scale' to the school, and boost pastoral capacity, as the school expands from 210 learners per year group to 240 learners in each year group. The only year group currently with 240 learners is Year 7.

We have thought carefully about moving to a vertical tutoring structure of mixed age form groups and considered the pros and cons of this approach. Collaboration with other schools with a vertical tutoring structure has encouraged us to take this step. Here are some of the reasons we are doing this:

- To better focus on our mission of learning for life and to positive impact our school culture
- To increase peer support
- To provide a more real world approach
- To 'spiral' key messages and key knowledge
- To provide time for inquiry projects
- To provide time to develop e-portfolios of learning and achievements
- To enable form tutors to focus on a smaller number of learners at different points in time

We are moving our PSHCE education into the main body of the curriculum to free up our Personal Development time during the first 30 minutes of each day. This will provide time to focus on creating a positive, mature, family-like culture in each form group that is based around the development of our learners' personal qualities (we call some of these qualities WISDOM qualities).

The job description details the exact expectations and responsibilities encompassed by the Head of Year / Family position.

Introduction to Ladybridge

Ladybridge High School is a local authority controlled state school two miles to the west of Bolton town centre. The school is at the heart of an incredibly diverse local community. Our learners have a broad range of academic starting points, socio-economic circumstances and ethnic backgrounds. Over 70 different languages are spoken by our learners and our families originate from over 35 different countries. Around 30% of our learners live in some of the most disadvantaged postcodes in the UK and around 30% live in the most affluent. It would be difficult to find a more comprehensive intake of young people. We celebrate our diversity and see the comprehensive nature of our school as a real strength.

Benefits of working at Ladybridge

Part of our distinctive ethos relates to how we treat staff and the culture this promotes. We aspire to be a true learning community, which we believe is best achieved through eradicating the fear of making mistakes. Taking calculated risks, reflecting on what we learn from this and working as a team are fundamental to our culture. Most of our energy as leaders goes into providing the best possible professional learning for staff and investing in the health and effectiveness of our relationships across the school. Openness, honesty and compassion are highly valued at Ladybridge, these qualities must be modelled at all times by our leaders.



Teaching staff at Ladybridge typically have a minimum of 20% Planning Preparation and Assessment (PPA) time, significantly above the national expectation of 10%. Our long term plan is for this to be used flexibly, including working from home. All our teaching staff are allocated an iPad, which helps us to ensure data on achievement and behaviour are as live and accurate as possible.

Staff wellbeing is prioritised at Ladybridge. Our swimming pool, leisure centre and 3G pitches enable us to offer staff swim sessions and free access to the gym and other sports facilities. Other staff wellbeing activities include football, badminton and tennis. The school farm also provides an enriching and nourishing environment for both staff and learners. The school also offers free Mindfulness and Cognitive Behaviour Therapy (CBT) sessions and courses for staff. In addition, staff are also offered the opportunity to access coaching sessions with an external professional at various points throughout the year.

Staff have access to 'Vivup', which is an employee benefits programme, consisting of many schemes and money saving initiatives designed to support mental, physical and financial wellbeing. Staff can also access the Employee Assistance Programme, which provides a confidential support helpline 24 hours a day 7 days a week, 365 days a year for any emotional, personal or work-related issues. The Lifestyle Savings section has access to a range of instant savings and discounts for shopping, days out, restaurants and much more. There is also a Cycle to Work Scheme and a Health & Wellbeing section with links to various self-help workbooks, podcasts and advice.



Another attraction to Ladybridge is our emphasis on sustainability. The school has benefitted from a £1.4 million decarbonisation grant to fund the installation of air source heat pumps and solar panels. This also helps to 'future proof' the school as fuel costs rise. The environmental group within our learner Leadership Academy work with the staff to reduce our impact on the environment and to increase the biodiversity across the school site.

As beneficial as the points above are, perhaps the most significant aspect of working at Ladybridge is how staff are given the freedom to think, be creative and influence the development and improvement of the school. Staff autonomy, agency and creativity are valued at Ladybridge, within a structure of simple, consistent and effective systems and routines.

The Ladybridge Trivium

Ladybridge has a unique ethos and a 'Trivium' educational philosophy. More information on the Trivium can be found on our website here. The Ladybridge Trivium balances traditional and progressive educational approaches and prepares our learners for both the examinations they face at the end of Year 11 and the qualities needed to thrive and be successful throughout their lives. We seek to provide real world, authentic learning experiences that mirror complex challenges young people may face in the workplace in the future. A simple summary of the Trivium is given below:

1. KNOWLEDGE – Learn something new from an expert, this includes experts beyond school.
2. EXPLORATION – Debate, discuss, form your own ideas and gain authentic, real world experiences.
3. COMMUNICATION – Communicate your ideas to others, and perform publicly, in different ways to a variety of audiences.

The Trivium includes 'Everyday Trivium' approaches and 'Project Trivium' approaches, such as our Bolton - Rewind Regenerate project from last academic year. We are beginning to track our journey towards the vision of the Ladybridge Trivium on our blog, which can be found here.

WISDOM Qualities

We believe that young people who are kind, respectful, committed, curious and resilient, with the ability to work effectively with others in a team, are likely to thrive at school and beyond. These six 'WISDOM qualities' are promoted, recognised and valued highly at Ladybridge. The development of these qualities, along with academic knowledge, aligns with our mission to prepare young people for their future lives and to develop good citizens.

Investing in relationships and professional learning

The health and quality of relationships ultimately determines the success of the school and how it feels to work and learn here. The school provides training for all staff in Educational Transactional Analysis, which involves the study of relationships and human interactions within an educational context. All new staff complete the introductory certificate in Transactional Analysis (TA101) with Giles Barrow, an internationally renowned TA trainer, coach and expert in the educational implications of TA theory.

We are committed to providing the very best training and professional learning for our staff.

Early Careers Teachers

The provision for Early Careers Teachers at Ladybridge High School is supportive and nurturing, fostering a culture of growth and professional excellence. We recognise and value the role of ECTs and, as such, you will have access to a comprehensive and individualised programme of mentorship and professional development designed to help you flourish and develop into a confident, capable classroom practitioner.



We model our programme on nationally recognised models of best practice, and work with STAR Teaching Schools and the National Institute of Teaching to deliver the Early Careers Framework, giving you access to the latest educational research, leading experts, and regular opportunities to collaborate with other ECTs. We also work with several local Initial Teacher Training providers, so whatever route you have taken during training, we have a good understanding of your starting point and prior experiences and how to help ensure you achieve your career goals!
All of our ECT mentors are trained in effective mentorship and coaching, and we are proud of the fact that they are all enthusiastic, committed and passionate about their role. In addition to a Subject Mentor, your ECT team will include a Professional Mentor who will meet with you regularly

to provide you with wider training, networking opportunities, and wellbeing support. You will have regular meetings and feedback with your Mentors to guide and inform your teaching practice and progression.
Beyond your ECT induction, there are a wealth of CPD opportunities to further grow and develop at Ladybridge, and many of our ECTs quickly move into positions of additional responsibility and leadership roles.

NPQs at Ladybridge



As part of our commitment to Continuous Professional Learning at Ladybridge, we actively encourage our teaching staff colleagues to apply to study for National Professional Qualifications (NPQs), working with Best Practice Network and Ambition Institute.

These are a suite of DfE accredited qualifications for school leaders, and those aspiring to leadership, designed to support their professional development. Colleagues can follow specialist pathways of Leading Teaching, Leading Teacher Development, Leading Behaviour and Culture, or Leading Literacy, as well as further pathways for senior leadership and headship.

Whilst these courses are fully funded by the DfE, as a school we support by providing any lesson cover needed to allow participants to engage with the course through face to face meetings, rather than remotely, or through coaching and mentoring meetings. In addition to this, we also allocate every participant an in-school leadership coach, who will meet with their coachee a minimum of six times throughout the duration of the qualification, in addition to the course coach allocated by the provider. That way, all leaders and aspiring leaders developing themselves through the NPQs have unlimited access to face to face support, guidance and coaching.

On completion of the NPQ, colleagues are encouraged to look at what their next steps may be, whether that be embarking on an NPQ in another specialism, or looking to move on to the NPQ for Senior Leaders. Whatever their choice, at Ladybridge, we place huge value on the importance of the professional learning of all staff and will actively seek ways to support colleagues in their development.

Leadership Programme

We run our own Leadership Programme, which combines Leadership Matters materials with reflection sessions, coaching and shadowing opportunities. All staff can access this programme, regardless of role or seniority.

External Partnerships

Strong external partnerships help to support and enrich our work. We are members of the Bolton Learning Partnership, which provides many opportunities for professional learning and sharing best practice locally. We are also part of a national network of schools through Big Education, called the Next Big 10. Many of our real world learning experiences have been made possible through working with the Comino Foundation. Comino partnerships have enabled our learners to gain work experience at McCanns advertising agency, pitch ideas to ITV executives and work with partners such as the Whitworth Gallery and the Manchester University to name just a few examples.

Looking beyond the boundaries of the school gates have also led to the creation of our Learning for Life (LfL) days, where staff get to develop and share interests and passions with learners through an incredible variety of enriching, expansive and exciting learning experiences. The LfL days from last year can be seen here. You can also get a flavour of what happened this year through our Instagram, Twitter and Facebook pages.



Ladybridge
High School

Head of Year/Family
Job Description

Purpose:	To support and challenge learners, enabling them to develop their personal qualities, have positive habits and behaviours and be prepared for life.
Reporting to:	Head of Learning / Head of Pastoral Care
Liaising with:	Head of Learning, Head of Pastoral Care, RISE team, SLT, teaching staff, parents and carers, SENCO, LA representatives, external agencies
Working Time:	Full time, 37 hours per week working term time plus five days
Salary/Grade:	Grade G SCP 23 to 27
Disclosure level:	Enhanced

Beliefs and Qualities

- To share the Ladybridge beliefs that:
  a. Learning is for all
  b. Learning changes lives
  c. Honesty promotes learning
- To make a leading contribution to achieving the mission of Ladybridge High School which is:

  The mission of Ladybridge High School is to ensure all of our learners develop the knowledge, sense of direction and moral purpose to thrive in the future. The success learners experience at Ladybridge will instil the self-belief and resilience required to overcome challenges in life. Our young people will leave Ladybridge as good citizens who are ready to make a positive contribution to their communities.

- Lead by example - with integrity, creativity and clarity – along with the Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.
- To passionately share the belief that we will achieve very little as a school without strong relationships across the school community.
- Have genuine compassion and 'botheredness' about young people and their preparation for life.

Working with Learners

- Be able to form positive relationships with learners, rooted in mutual respect.
- Actively promote the development of learners' WISDOM qualities.
- Provide operational support when there are behaviour incidents in school.
- Undertake wellbeing and mentoring sessions with learners.
- Be able to analyse a learner's behaviour strategically and plan appropriate interventions and next steps.
- Contribute to improving attendance.
- Supervise learners in remove room/s (on a rota with SLT and teaching staff).
- Collaborate with the safeguarding team and external agencies to keep young people safe.
- Support young people during transitions in their lives.
- Enable young people to be active citizens.
- Promote learners' wellbeing and resilience.
- Escort and supervise learners on educational visits and out of school activities.
- Ensure that all learners have equal access to opportunities to learn and develop.
- Supervise learners at extra curricular activities and / or home learning clubs if required.

Working with Staff

- Work positively and proactively with teaching and associate staff - including the RISE (Alternative Curriculum) team.
- Support teaching staff with behaviour related issues, whilst being prepared to be open and honest about how best to develop an effective working relationship with each young person.
- Be a vital part of the 'Request Support' team.
- Provide leadership within the pastoral team - supporting, challenging and motivating colleagues.
- Show leadership and direction when working with form tutors - including running pastoral meetings.

Working with Parents and Carers

- Communicate with parents and carers regarding issues around behaviour, wellbeing, safeguarding and academic learning.
- Form positive relationships with parents and carers, rooted in mutual respect.
- Undertake home visits as appropriate.

Use of Data

- Use data systems to gauge learners' progress in relation to behaviour, attendance and attitudes to learning.
- Use systems, including CPOMS, to keep young people safe.

Training

- Engage in training that is relevant to relationships, behaviour, wellbeing and safeguarding.

Knowledge

- Knowledge of multi agency partnerships.
- Knowledge of the Early Help process.
- Knowledge of best practice in relation to safeguarding.
- Knowledge of the barriers and adverse childhood experiences that some learners face.

The post-holder will also be expected:

I. To set a high standard of personal and professional conduct.
II. To engage actively in the Professional Learning and Performance (PLP) process.
III. To dress and act at all times as an example to the learners within the school and to create a professional image.
IV. To comply with all school policies and procedures.
V. Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentially, reporting all concerns to an appropriate person

Colleagues will be expected to comply with any reasonable request from the Headteacher or his representative to undertake work of a similar level that is not specified in this job description.

Job Description updated by: Patrick Russell

Date Job Description updated: February 2024

Ladybridge High School

Person Specification

Head of Year/Family

Essential	Desirable
Qualifications	
• Holder of a relevant Level 3 or above qualification. • Holder of a nationally recognised qualification at Level 2 or above in English/ literacy and mathematics/numeracy.	
Knowledge and Experience	
• Relevant experience of working with young people in an educational setting within specified age range. • Knowledge of how to improve the behaviour and personal qualities of young people. • Knowledge and experience of how to work effectively with colleagues. • Knowledge and understanding of young people in relevant age groups' expected patterns of development including physical and intellectual development, communication, learning, social, emotional and behavioural development. • Knowledge and understanding of effective communication strategies and approaches to fostering positive relationships in a variety of settings. • Understanding and experience of safeguarding principles and safe working practices.	• Knowledge of best practice related to safeguarding. • Knowledge and experience of using data strategically.

Professional Skills	
• Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities. • Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support. • Ability to help young people relate to others, provide a supportive and challenging environment, enable them to take risks safely and encourage self-reliance, self-esteem and resilience. • Ability to assist young people to understand their communities and their own role within them, to communicate their views and interests to others, and to negotiate and influence people and situations. • Ability to enable young people to tackle problems and plan and take action to achieve their goals and aspirations, reflecting and learning from their actions. • Ability to set and promote high standards of behaviour and handle potentially difficult situations. • Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills. • Ability to adapt communication styles to needs and situations, and to establish effective communication processes with colleagues, parents and carers, and other practitioners. • Ability to engage parents and carers and maximise their involvement in meeting their children's needs in relation to learning, well-being or personal development. • The ability to prioritise and schedule workloads. • Excellent organisation and prioritisation skills.	

Personal Qualities & Beliefs	
• Values diversity. • Alignment with Ladybridge beliefs and mission . • Optimistic outlook. • Honest, reliable, open minded, modest and full of integrity. • Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience. • Able to relate young people and form positive relationships with them based on mutual respect. • Excellent time management and organisational skills. • Able to listen to others and respond in an emotionally intelligent manner. • Good attendance and punctuality.	