

# ONTRACK EDUCATION



DEPUTY HEAD  
MILDENHALL

# 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 NINE INDEPENDENT SPECIAL SCHOOLS, AND ADDITIONAL SUPPORT SERVICES, AROUND THE COUNTRY FOR YOUNG PEOPLE WITH A RANGE OF DIVERSE SPECIAL EDUCATIONAL NEEDS.

## ON TRACK MILDENHALL

On Track Education in Mildenhall is a small independent special school for pupils aged 11 to 16 with behavioural, emotional and social difficulties. The school has been established for 15 years and was last inspected by Ofsted in March 2023, receiving judgements of 'good' in all categories. Our pupils engage in an interesting and inspiring curriculum that leads them to gain accreditation, including a range of GCSEs, BTEC and Level 1 / Level 2 qualifications.

Swift House is based in Quidenham, Norfolk and is a new satellite school of our Mildenhall school. Swift House is set in stunning scenery on a very peaceful country estate.



Swift House provides a full curriculum up to GCSE level along with additional enrichment opportunities. Both Schools are working towards becoming Thrive Schools of Excellence and Eco Schools.

Both the Mildenhall School and Swift House, aim to develop positive attitudes to learning and to prepare pupils with the diverse skills and knowledge needed, for a successful transition into further education, employment and beyond.

# 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.
- If the person has lived or worked outside the UK, further checks will be carried out, including overseas criminal record checks and obtaining a letter of professional standing from the professional regulating authority in the relevant country or countries

# 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. You can obtain independent, confidential advice on which cautions or convictions that must be disclosed by contacting the following agencies:

NACRO: <https://www.nacro.org.uk/criminal-record-support-service/>

UNLOCK: <https://www.unlock.org.uk/advice-support>

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).

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# 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.



# DEPUTY HEAD WITH RESPONSIBILITY AS PASTORAL LEAD

|                 |                                                                        |
|-----------------|------------------------------------------------------------------------|
| Responsible to: | Mandy Taylor, Head Teacher                                             |
| Location:       | On Track Education Mildenhall                                          |
| Salary:         | 35,585 – £46,975 per annum, dependent on qualifications and experience |
| Contract type:  | Full-time is 8.30am to 5:00pm 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 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, you will demonstrate essential professional characteristics, and in particular will:

- Inspire confidence in pupils and colleagues
- Work collaboratively, and foster positive relationships, as part of the school team
- Engage and motivate pupils, promoting their progress and well-being
- Have high expectations of every pupil
- Role model professional conduct and presentation
- Contribute positively to the school’s continual improvement and development
- Promote and safeguard the welfare of the pupils
- Work within school policies at all times
- Maintain confidentiality



## MAIN PURPOSE

- To be accountable as part of the school's senior leadership team.
- To deputise as the school's leader in the absence of the Head Teacher.
- To work with the Head Teacher to ensure that the school meets independent school standards.
- To aspire for the school to have the characteristics to be judged as outstanding.
- To ensure the school effectively safeguards each pupil.
- To inspire confidence in, act as a role model to, and empower pupils and staff.
- To provide unconditional care, nurture and support for each pupil



## JOB DESCRIPTION

### Key Tasks:

- Work to ensure all of the independent school standards are met.
  - Have a clear and ambitious vision for providing high-quality, inclusive education to all pupils through strong, shared values, policies and practice.
  - Focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.
  - Aim to ensure that all pupils attend well and successfully complete their programmes of study and provide the support for staff to make this possible.
  - Ensure that the school's curriculum is ambitious, coherently planned and sequenced towards clear end points and supports all pupils to read to age-appropriate levels.
  - Fully support all pupils to engender an appreciation of creativity and achievement so to be equipped with the cultural capital they need to succeed in life.
  - Provide each pupil with the skills and support to be confident, resilient and independent learners and nurture and stretch their individual talents and interests.
  - Strive to ensure that there are high expectations for pupils' behaviour and that staff are supported to positively well manage behaviour.
  - Provide all pupils with meaningful opportunities to understand how to be healthy, respectful and active citizens and fully prepare them for their next steps when leaving the school.
  - To provide all pupils with access to a wide and rich set of experiences in a coherently planned way.
  - Engage effectively and purposely with pupils and others in their community, including, parents/carers, employers and local services.
  - Engage effectively and purposely with staff and be aware of and take account of the main pressures on them, including their workload.
  - Constructively manage the staff team to increase skills, knowledge and expertise leading towards continual professional development for all.
  - Protect pupils and staff from bullying and harassment and create a positive and respectful school culture.
  - Support effective safeguarding arrangements, and undertake the role of Designated Safeguarding Lead, to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or refer them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils
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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>• Teaching Qualification (Pre or Post 16)</li> <li>• A GCSE qualification or above, in Maths and English.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• A degree or equivalent.</li> </ul>                                                                                                                                                                                                                        |
| EXPERIENCE                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                    |
|                           | <ul style="list-style-type: none"> <li>• Experience of working in a Special Educational setting</li> <li>• Some experience in a leadership role</li> <li>• Driving licence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Evidence of teaching experience.</li> <li>• Some knowledge of different pedagogical approaches.</li> <li>• Some experience of working with various agencies.</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>• Knowledge and understanding of continuous assessment and how to use this to improve teaching and learning</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>• The ability to prepare and deliver a progressive curriculum using a range of teaching styles and methodologies</li> <li>• Knowledge and understanding of national accreditation and exam board procedures</li> <li>• Some knowledge of Thrive.</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 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 development</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Commitment to equality of opportunity.</li> <li>• Commitment to race and gender equality and social inclusion.</li> </ul>               | <ul style="list-style-type: none"> <li>• A positive and energetic approach to work.</li> <li>• An understanding of the way in which On Track Education can promote values and a moral code</li> </ul>                                                                                              |



# SCAN HERE TO APPLY

[www.ontrackededucation.com/apply-now](http://www.ontrackededucation.com/apply-now)



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## CONTACT US

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