



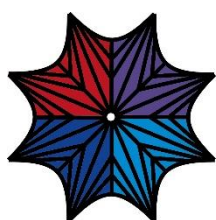
INFORMATION FOR CANDIDATES

Assistant Headteacher – Behaviour and Attendance

Fulford School York

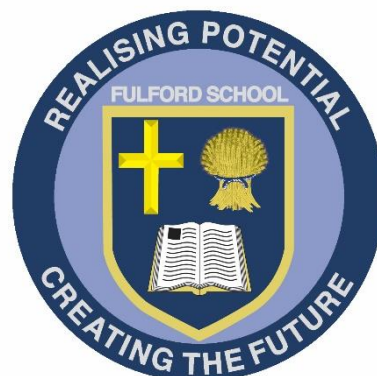
Full-time Teachers Pay & Conditions

Start date: September 2025



South York
MULTI-ACADEMY TRUST

recruitment@fulford.york.sch.uk



WELCOME FROM Russell Harris Headteacher



Thank you for your interest in Fulford School. This is an exciting opportunity to join our outstanding school, taking a leading role as Assistant Headteacher responsible for behaviour and attendance. We are seeking a talented leader who is ambitious for the pupils, wants to build on strong foundations and be part of the leadership team that supports the school on the next stage of its journey.

Fulford School offers fantastic opportunities for children and young people to learn and develop. We are committed to providing the best possible foundations for adult life. We understand that every child has a unique set of qualities and needs and when they join us, we offer the challenge, nurture and opportunities needed for them to grow into impressive young adults.

We all work to our core purpose:

REALISING POTENTIAL – CREATING THE FUTURE'

This is underpinned by our
'HEART CORE VALUES'



We are proud of our pupils' academic excellence and have a clear focus on the highest quality of teaching and outcomes. However, we want Fulford students to look back at school as more than just a set of academic qualifications. We want to help unlock the potential of all our children in all areas of their life.

We celebrate the arts, sport, languages and creativity. We live in a vibrant and exciting world. A world our children need to engage in with confidence and respect, celebrating differences and learning from others.

Our school community is a happy one. We have clear expectations that lead to a well ordered and harmonious environment where pupils can excel.

Our achievements have been recognised at a national level. We have been named The Comprehensive School of the Year for the North, The Sunday Times Comprehensive School of the Decade and have gained World Class School Status.

We fully understand the challenges that education faces and remain fully focussed on ensuring that the provision our students experience each day is the best it possibly can be.

We hope that after finding out a little more about our school and trust you can see your future with us and look forward to receiving your application.

GRADE/SALARY

L12 – 16 (£65,608 to £72,518)
Starting point negotiable dependent on skills and experience

CONTRACT

Full time, permanent

REPORTS TO

Deputy Headteacher – Pastoral

REQUIRED FROM

September 2025

CLOSING DATE

Friday 2nd May at 9.00am
Shortlisting will take place the same day

INTERVIEW DATES

Wednesday 7th May and Thursday 8th May



About Fulford School



Fulford School was founded in 1963 and has been a comprehensive school since 1970. The site is adjacent to the Germany Beck site, where The Battle of Fulford took place in 1066.

The school serves the communities of south York and surrounding villages. Fulford School lies close to the junction of the A19 with the A64 offering excellent road links across the region and beyond.

The school will have 1800 pupils in September 2025 including 400 in our thriving sixth form. We are regularly over subscribed and have recently benefitted from a £7.5 million development to allow for future growth.

We have a talented staff of over 200 colleagues. High quality CPD is central to our school improvement. The school is well supported by parents and carers and a skilled and engaged governing body. Academic standards are high (2024 P8 of 0.54) with the majority of year 11 transferring to the sixth form and then to university. We have a high number of students achieving places at Russell group universities including Oxbridge.

The school has a strong senior leadership team with a Headteacher, two Deputy Headteachers, 5 Assistant Headteachers, a School Business Manager as well as full support from SYMAT colleagues.

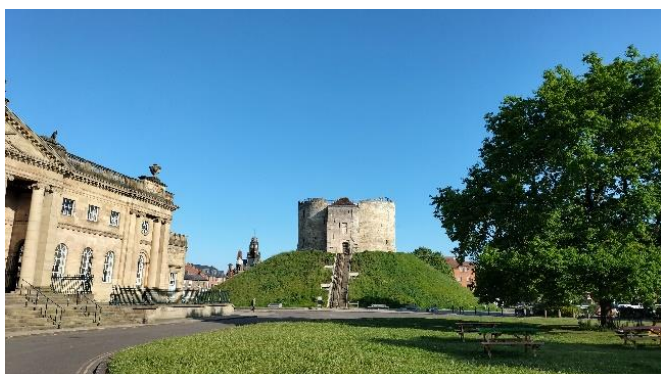


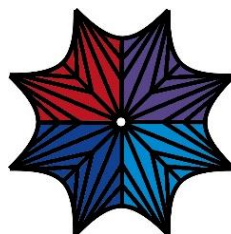
About York

York is England's most visited city outside London and is situated in the northeast of the country, in the stunning county of North Yorkshire on the River Ouse.

With its many tourist attractions, impressive architecture, museums, riverside walks, cafes and restaurants, York is an ideal place to live and work. The city has the good fortune to be situated approximately two hours by train from London and Edinburgh with frequent direct train services. Once the capital city of England, York is a much-loved destination, particularly by students, offering a mix of a modern, cosmopolitan city in an ancient setting.

The history of York is said to be the history of England. It is an ancient city with Roman walls and Viking remains, and the largest Gothic cathedral in Northern Europe towers over the medieval streets. Museums illustrate this history. A major tourist destination, York hosts events and festivals all year round, showcasing different types of music, theatre, culture, food and drink.





South York Multi-Academy Trust was founded in 2018. Over the years it has grown and matured to 6 schools employing over 370 staff and providing high quality education to some 2500 pupils across York and its surrounding villages.

Our schools are:

Archbishop of York's CE Junior School

Bishopthorpe Infant School

Dunnington CE Primary School

Escrick CE Primary School

Fulford School

Wheldrake with Thorganby CE Primary School

Our schools have a long history of collaborate working and this has developed further through the evolution of SYMAT. We are a true family of schools. All schools within the trust have Ofsted gradings of Good or Outstanding. We have used the good practice within schools to provide cross school support and challenge as well as finding effective ways to work with other schools outside of our trust and neighbouring MATs.

Headteachers within the trust meet regularly and provide strong support and professional challenge. They lead talented and highly committed staff bodies. Staff wellbeing, welfare and professional development are priorities, and we all work to our trust and school values.

You will join a trust that provides leadership and support to schools through our core leadership and central team service including a supportive and experienced CEO and CFO, peer support, finance, HR, estates and facilities management, IT delivery and support, governance and safeguarding. The trust has an Employee Assistance programme, offering counselling and wellbeing support.

Our governance arrangements work well to ensure that the interests of community and Church of England schools are fully considered in every decision made. The involvement of York St. John University as a member of the trust is invaluable in reflecting our links with higher education. We continue to work closely in partnership with the City of York Council and other organisations to ensure our plans and the services we provide align with local needs.

In short, we work together because we are all committed to enabling all children to be the best version of themselves and achieve both academically and socially irrespective of their starting points or barriers to success.



Archbishop of York's Church of
England Junior School



The merger of The STAR Multi-Academy Trust and South York Multi-Academy Trust to form Yorkshire Learning Trust

From autumn 2025, our two Trusts will be merging to form Yorkshire Learning Trust. Our new Trust will consist of 17 partner schools, approximately 7000 students and 1000 staff. All positions commencing 1st September 2025 onwards, will therefore have Yorkshire Learning Trust as their employer.



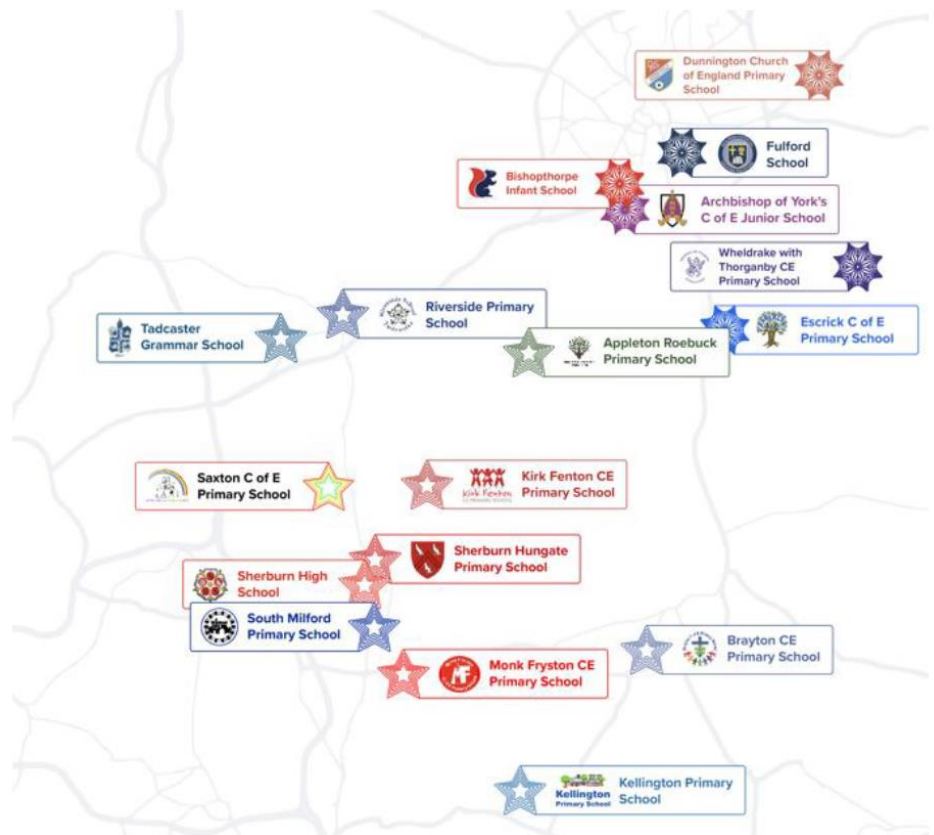
17 SCHOOLS



7000 STUDENTS



1000 STAFF



Inclusion



Aspiration



Collaboration



Integrity

With inclusion as a core value we will really look to secure BELONGING as a key theme as we move towards the launch of Yorkshire Learning Trust. It is vital that every single young person and adult continues to have a strong sense of personal identity and feels that they belong as part of their local school community. But we also want to build on this and harness the power of collaboration so that people also feel part of something bigger, an organisation which works with its community at all levels to ensure the best possible outcomes.



Assistant Headteacher – Behaviour and Attendance

Fulford School York

Job Description



Job Title:	Assistant Headteacher (Behaviour and Attendance)		
Reports to:	Deputy Headteacher: Pastoral	Salary:	L12- L16
1.	<p>INTRODUCTION</p> <p>The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct</p> <p>The Assistant Headteacher will meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document. The post will require you to work in partnership with the Headteacher, governors and staff to ensure the continuous improvement and effective operation of the school</p> <p>Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher</p>		
2.	<p>SPECIFIC RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • In collaboration with the Deputy Headteacher, lead the pastoral vision for the school, ensuring the implementation of school systems aligned to continuous development and improvement of practice and outcome. • Support the Deputy Headteacher, to ensure that all statutory and best practice systems to safeguard children are in place and that there is appropriate support for pupils who are vulnerable or at risk of exclusion such that they achieve positive outcomes. • Ensure the vision, ethos and core values of the school are regularly and clearly communicated to staff, pupils, parents and carers. • Lead strategically and operationally on improving attendance and punctuality, demonstrating measurable outcomes • Lead Heads of Year, ensuring that they operate effectively following school policies and procedures in order to maximise the achievement and ensure the wellbeing of all pupils. • Line manage designated staff and key departments • Maintain a strategic oversight of behaviour data, preparing reports and proactively identify trends of behaviours. • Monitor standards of behaviour and pastoral care and identify areas of improvement to raise standards. • Ensure behaviour and attendance policies are clear, relevant and current and are implemented consistently across the school. • Ensure that effective systems of rewards and celebration are in place for all pupils. • Ensure that highly effective form time learning and enrichment programmes are in place to equip pupils with the skills needed to access the curriculum, grow as learners and thrive in the world of work. • Maintain a positive and proactive link with parents, carers and outside agencies. • Ensure daily routines are followed leading to exceptional levels of pupil engagement and behavioural standards. • Have ambitious expectations for all pupils irrespective of social or academic barriers. • Champion the provision for vulnerable pupils and those with SEND. 		

Assistant Headteacher – Behaviour and Attendance

Fulford School York

Job Description



The main requirements are detailed below and involve a commitment to:

1. SHAPING THE FUTURE

- To support the Headteacher and governors in establishing a vision for the future development of the school
- To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school
- To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues
- To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account
- To contribute to the self-evaluation of the school

2. LEADING LEARNING AND TEACHING

- To provide appropriate training for staff on effective behavioural strategies that support pupil progress.
- To promote the active involvement of students in their own learning of behaviour
- To contribute to the development of a broad and rich curriculum that meets the needs of the range of students in the school
- To monitor and evaluate classroom practice
- To provide support for colleagues in improving their classroom practice

3. DEVELOPING SELF AND WORKING WITH OTHERS

- To promote equal opportunities and safeguard the safety and welfare of all those in the school
- To contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount e.g. through taking school assemblies and having an oversight of all educational off site activities
- To support the development of collaborative approaches to learning within the school and beyond
- To support the induction of staff new to the school
- To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members
- To engage in relevant professional development activity as necessary and to guide staff in their training and personal development

Assistant Headteacher – Behaviour and Attendance

Fulford School York

Job Description



4.	<p>MANAGING THE ORGANISATION</p> <ul style="list-style-type: none">• To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements• To develop action plans in specified areas of responsibility, to bring about improvements• To lead on the development and implementation of school policies relating to issues such as assessment, recording and reporting• To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities• To take responsibility for Performance Management of identified staff• To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money• To maintain a high profile in the life of the school through being a visible leader around the site, running a duty team and by attending extra-curricular events• To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance
5.	<p>SECURING ACCOUNTABILITY</p> <ul style="list-style-type: none">• To support the governing body in meeting its responsibility to account for the performance of the school• To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review• To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school
6.	<p>STRENGTHENING COMMUNITY</p> <ul style="list-style-type: none">• To gain an understanding of the diversity of the school community• To contribute to policies and practice which promote equality of opportunity and tackle prejudice• To contribute to the development of opportunities for students to enhance their learning within the wider community• To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement• To promote links and good relationships with the local community and outside agencies

Assistant Headteacher – Behaviour and Attendance

Fulford School York

Person Specification



ASSISTANT HEADTEACHER – Behaviour and Attendance		A: Application I: Interview R: References	
PERSON SPECIFICATION		Essential (E) Desirable (D)	Evidenced*
Qualifications, Experience and Professional Development			
<ul style="list-style-type: none"> Qualified Teacher Status 		E	A
<ul style="list-style-type: none"> Honours Degree or equivalent 		E	A
<ul style="list-style-type: none"> Professional Development in preparation for Senior Leadership. 		E	A
<ul style="list-style-type: none"> Background checks and references show no issues of concern with regard to safeguarding children and young people 		E	A/R
Leadership and management experience:			
<ul style="list-style-type: none"> Experience as a Curriculum Leader, Year Leader or equivalent 		E	A
<ul style="list-style-type: none"> Successful and sustained leadership within a secondary school/college 		E	A/I/R
<ul style="list-style-type: none"> Successfully led, planned, managed and evaluated change which has had a significant impact. 		E	A/I/R
<ul style="list-style-type: none"> Demonstrated the ability to work strategically and successfully. 		E	A/I/R
<ul style="list-style-type: none"> Working successfully with other education partners and providers 		D	I/R
<ul style="list-style-type: none"> Experience of working effectively with governors to enable them to discharge their responsibilities in providing strategic leadership, direction and challenge 		D	I/R
<ul style="list-style-type: none"> Experience of sixth form 		D	A/I/R
Teaching Experience			
<ul style="list-style-type: none"> Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context 		E	A/R
<ul style="list-style-type: none"> Proven record of outstanding results with examination classes 		E	A/R
Shaping the Future			
<ul style="list-style-type: none"> Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision 		E	A/I/R
<ul style="list-style-type: none"> Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement 		E	A/I/R
Leading Teaching and Learning			
<ul style="list-style-type: none"> Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance 		E	A/I/R
<ul style="list-style-type: none"> Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being 		E	A/I/R
<ul style="list-style-type: none"> Ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence 		E	I/R

Person Specification



Developing Self and Working with Others		
<ul style="list-style-type: none"> Understands the significance of interpersonal relationships and strategies for promoting individual and team development 	E	I/R
<ul style="list-style-type: none"> Knows how to promote an open, fair and equitable culture 	E	I/R
<ul style="list-style-type: none"> Has a clear understanding of the impact of change and different leadership styles on individuals and organisations 	E	I/R
<ul style="list-style-type: none"> Ability to communicate appropriately and effectively with a variety of audiences, including children and young people 	E	I/R
<ul style="list-style-type: none"> Ability to build and sustain networks and alliances in pursuit of organisational goals 	E	A/I/R
<ul style="list-style-type: none"> Reads widely to keep abreast of changes in education 	E	A/I
Managing the organisation		
<ul style="list-style-type: none"> Successful experience of the delegation of leadership responsibilities and management tasks as appropriate and monitoring their implementation 	E	A/I/R
<ul style="list-style-type: none"> Understands how to establish and sustain effective organisational structures, systems, policy, and practice 	E	I/R
<ul style="list-style-type: none"> Knowledge of and commitment to the implementation of the safeguarding agenda 	E	I/R
Securing Accountability		
<ul style="list-style-type: none"> Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these 	E	I/R
<ul style="list-style-type: none"> Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance 	E	I/R
<ul style="list-style-type: none"> Ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information, and intelligence to monitor progress in every child's learning 	E	A/I/R
<ul style="list-style-type: none"> Experience of holding individuals and teams to account for student learning outcomes 	E	I/R
Strengthening Community		
<ul style="list-style-type: none"> Understands the importance of listening to, reflecting, and acting on feedback 	D	I/R
<ul style="list-style-type: none"> Experience of strategies that encourage parents and carers to support their children's learning 	D	A/I/R
Personal Skills and Attributes – the ability to:		
<ul style="list-style-type: none"> Embed successful change by effectively completing tasks and evaluating outcomes within agreed timescales. 	E	I/R
<ul style="list-style-type: none"> Inspire, challenge, motivate and empower teams and individuals to achieve high goals 	E	I/R
<ul style="list-style-type: none"> Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people 	E	I/R
<ul style="list-style-type: none"> Demonstrate personal and professional integrity, including modelling values and vision 	E	I/R
<ul style="list-style-type: none"> Prioritise, plan and organise themselves and others 	E	I/R
<ul style="list-style-type: none"> Think analytically and creatively and demonstrate initiative in solving problems 	E	I/R
<ul style="list-style-type: none"> Be able to present in an inspiring, engaging and effective manner to a variety of stakeholders 	E	I/R
<ul style="list-style-type: none"> Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others 	E	I/R
<ul style="list-style-type: none"> Demonstrate a capacity for sustained hard work with energy and vigour 	E	I/R
<ul style="list-style-type: none"> Demonstrate resilience and optimism 	E	I/R
<ul style="list-style-type: none"> Demonstrate a sense of humour 	E	I/R

The Recruitment Process



TO APPLY

To apply, please forward a completed application form together with a covering letter outlining your reasons and motivations for applying (no more than 2 sides of A4) to recruitment@fulford.york.sch.uk

Application form is available at <https://fulford.york.sch.uk/vacancies/>

TIMELINE

Closing date: Friday 2nd May 2025 (9:00am)

Shortlisting: Friday 2nd May 2025

Assessment Days: Wednesday 7th May and Thursday 8th May

FURTHER INFORMATION

Queries or questions

Contact Sharon Dawson (HR Adviser) dawsond@fulford.york.sch.uk

Informal discussions and visits to the school are welcomed after Easter

Please contact Esta Ismail (Headteachers's PA) to arrange
ismaile@fulford.york.sch.uk



The School is committed to safeguarding children. The successful applicant will require an enhanced DBS check and a review of shortlisted candidates social media presence will be undertaken as part of our recruitment checks.

