

WOOTTON ACADEMY TRUST

December 2021

Dear Colleague

Applicant Pack for Deputy Head opportunities at Wootton Academy Trust

Thank you for your interest in our Deputy Head vacancies. We hope the information in this letter will enable you to determine whether you would like to apply for either the **Deputy Head Teaching and Learning** or **Deputy Head Inclusion and Diversity**. We are seeking to expand the size of the Executive Leadership Team overseeing Wootton Academy Trust from five to seven senior leaders by appointing two additional Deputy Heads from April 2022.

Wootton Academy Trust [WAT] is a multi-academy trust made up of two academies:

Wootton Upper School is a 900-pupil academy with three-year groups [Years 9 -11]; it enjoys a reputation for excellence in the core and in the arts; it offers learners a liberal curriculum with a high degree of individual choice for learners to specialize in Key Stage 4 as well as a very diverse array of trips and visits. The Trust board expects the school to expand when it becomes a secondary school as part of school reorganization in the Cranfield and Marston area of Central Bedfordshire.

Kimberley 16 - 19 STEM College - opened as a 16 – 19 Academy in 2013 specializing in Science and Mathematics. The College has 650 students over thirty different Level 3 courses; is the largest sixth form provider in Bedfordshire. It has featured regularly in the Sunday Times list of top performing sixth form colleges; this list is based on the proportion of learners achieving at least AAB in the facilitating subjects. The College is expected to continuing growing with an anticipated 700 learners being on roll in September 2022.

The school and the college are both located in Bedford Borough; Kimberley is in the village of Stewartby, three miles from Wootton. Both are rated good by Ofsted.

Pupils join Wootton Upper School from two feeder middle schools – Holywell School, based in Cranfield and Marston Vale Middle School located in Stewartby. A small number of pupils also join Wootton from other secondary schools at the start of Year 9. Over the next three to five years, the Trust Board expect Wootton will become a secondary school – as part of a wider local reorganization of education in the area. Students join Kimberley from a wide range of schools. Around 40% students join the College from Wootton Upper School.

Senior Staff structure

The Head of School, at Wootton Upper, and the Head of College, at Kimberley, are each supported by a location-specific Deputy Head. Together with the Executive Principal, these four leaders form the current Executive Leadership Team [ELT]. The ELT is supported by six Assistant Heads who constitute WATs Senior Leadership Team.

The Trust has decided to increase the number of posts at executive leadership level, through the appointment of two additional Deputy Heads, Teaching and Learning and Inclusion and Diversity. Previously, the accountabilities which will in future lie within these two new posts lay within the Deputy Head of School and Deputy Head of College roles. However, as the school and college have grown in size and in recognition of further growth the Trust wishes to increase capacity at Executive Leadership level.

WOOTTON ACADEMY TRUST

From April 2022, the ELT will increase to seven full-time equivalent leaders who will ensure the Trust continues to move forward. The four Deputy Heads will work together to deliver trust-wide and location-specific improvement.

Under the new structure, the Deputy Head of School and the Deputy Head of College will take on one or more aspects of trust-wide strategic leadership in negotiation with the two newly appointed trust-wide Deputy Heads to reflect the team's overall experience and skills and to support the work-life balance of all team members.

ELT is supported by Assistant Heads who are accountable for leading key areas of the Trust's Improvement Plan:

- ❖ Teaching and Learning [precise responsibilities to be agreed with the new DH]
- ❖ Progress of Pupils
- ❖ Operations [including timetable and network]
- ❖ Behaviour and Attendance at Wootton Upper School
- ❖ Pastoral Lead at Kimberley College
- ❖ Inclusion [precise responsibilities to be agreed with the new DH]

The Trust Improvement Plan identifies priorities that cover both the school and college: SLT is accountable for ensuring the delivery of this plan, whilst a Trust-wide plan ensures staff are not overburdened working on multiple priorities at the same time.

Applicants shortlisted for interview will be sent a copy of the current Trust Improvement Plan. Our single most important priority is closing gaps:

- ❖ in outcomes for key groups of learners (see data)
- ❖ in gaps in taught curriculum content
- ❖ in study and learning skills of our learners
- ❖ in resilience, wellbeing

Wootton Academy Trust

WATs motto, *the pursuit of excellence*, underpins everything the Trust does.

We work hard to build relationships with other academies and schools in the local area as well as the local authorities, namely, Bedford Borough Council and Central Bedfordshire Council, and other multi academy trusts.

We recognize that working together as a *family* of schools is in everybody's interest and we are keen to continue to work together in the future, and with others who may want to work with us.

As a MAT we are keen to secure sustainable growth over time; having opened one academy, we know the challenges and do not underestimate the work involved when MATs grow.

We are committed to excellent standards of teaching to improve the life chances of all our learners; we are fortunate that our academies are popular and enjoy very good reputations. This is because of the dedication and commitment of the trustees, local governors, employees, parents and carers, and above all, our magnificent learners.

WOOTTON ACADEMY TRUST

Our ambition to provide a world class education for all young people in the local area means we need to recruit and develop outstanding employees, teaching and support staff. Therefore, we work in partnership with a variety of local and national organisations and individuals to help us to raise the attainment of all learners whilst contributing trust-wide improvement and the development of high-quality teachers entering the profession.

Wootton Academy Trust Vision

Our vision is to operate academies which are genuinely inclusive; WAT strongly believes that its provision should be judged by how its academies nurture the most vulnerable learners in their communities to maximise their future social mobility.

We operate caring and supportive communities where everyone is encouraged to flourish.

We believe all learners are entitled to the best education possible.

We nurture high aspirations and work collaboratively with others to provide outstanding opportunities. It is important to us that everyone knows they are valued; and we will celebrate each learner's individual journey as they take their next steps well prepared for life in modern Britain.

WAT Values

Wootton Academy Trust is committed to the **pursuit of excellence** with an unrelenting drive to ensure that every one of our learners make great progress, achieves exceptional standards and realizes his/her huge potential within academies where best practice is commonplace. It is important to us that all learners are able to access a wide range of **enrichment** activities in all of our academies to realize their full potential and to be able to operate with great **independence** in adult life. Therefore, we are committed to providing all learners lots of diverse **opportunities** including developing learners' awareness of the importance of British values of upholding the rule of law, tolerance, respect, democracy and **equality**.

Therefore, we are committed to providing our learners with skills to enable them to play active roles in our **community** and in the wider networks in which we all operate, in **partnership** with others.

We believe that our learners thrive most effectively when they understand the importance of innovation as well as tradition, as it is through **continuity** - practices tried and tested over time – innovation develops.

We believe that the achievements of learners in all spheres should be recognized and therefore, it is important that we **celebrate** the successes of learners in our academies and in their communities.

We know that learners who are:

- taught how to make sensible choices;
- to judge right from wrong;
- committed to being tolerant and respectful, upholding the rule of law

will be best placed to act with **integrity** in their daily lives.

WOOTTON ACADEMY TRUST

Therefore, WAT's ten core values are:

Excellence **Enrichment** **Independence** **Opportunity**
Equality **Community** **Partnership** **Continuity**
Celebrating **Integrity**

Our academies adapt these key values to their local situation.

Three core value statements have been produced which encapsulate the ten WAT values and which all learners and staff should champion:

Aspiration for all Excellence Equality Community

Belief in ourselves Independence Celebration Integrity Continuity

Opportunity for all Enrichment Equality Opportunity Community Partnership

The majority of the teaching staff teach across both institutions. Around twenty teaching staff teach only at Kimberley College and a similar number teach only at Wootton Upper School.

The school/college day are organized in a way to enable staff and pupils to transfer between the two smoothly. Whilst almost all Sixth Form teaching is based at Kimberley, students taking Music, Drama, Dance, Art Photography and Textiles have lessons on the Wootton Upper School site because of the specialist facilities there. A shuttle bus runs between the school and the college during the day.

Investing in our staff

In any organization, the staff are its most valuable asset: we work hard to provide CPD for our staff to enable them to develop professionally, including sourcing professional qualifications. Each member of ELT has secured internal promotion within the Trust from their initial appointment.

Academic Outcomes 2021

GCSE

- 76% of students achieved a grade 9 - 4 in English and Maths
- 89 % of students achieved a grade 9 - 4 in English
- 78% of students achieved a grade 9 - 4 in Maths
- Progress 8 was +0.28

A level

- 37% of all grades A Level grades were A* - A
- 63% of all grades A Level grades were A* - B
- 80% of all grades A Level grades were A* - C

BTEC National Diploma

- 50 out of 64 learners studying BTEC National Diploma qualifications in Business, Graphics, Media and Sport achieved at least double distinction grades.

Extracurricular

The school and the college have for many years enjoyed an enviable reputation for excellence in the arts and together staff and learners have worked collaboratively on arts projects which have included spectacular performances and concerts in the UK and in Germany with partner institutions in Bremen and Bamberg. Covid 19 over the last two-years has severely impacted on our ability to work in the arts and we look forward to more normal times.

WOOTTON ACADEMY TRUST

Areas for development

We anticipate that there will be a change away from three-tier structure to a two-tier structure of schooling over the next five years meaning that Wootton Upper School will become an 11- 16 school. We see this as a really significant and exciting opportunity and increasing the size of ELT will enable us to prepare for this change fully, working with schools across the admissions area and local authorities and others.

Year 13 Kimberley 16 – 19 College Student Destination Data

Kimberley College	2019	2020	2021
Destination	% All Students	% All Students	% All Students
University	69%	62%	58%
Employment	14%	12%	3.1%
Apprenticeship	9%	3%	7.4%
Gap Year	8%	15%	19.1%
Further Education	0%	5%	0.8%
Unconfirmed destination	0%	3%	11.7%
TOTALS	100%	100%	100%

Year 11 Wootton Upper School Pupil Destination Data:

Destination	% All pupils	% Male	% Female
Kimberley College	54.6%	55.9%	53.3%
Bedford College	21.4%	20.5%	22.4%
Bedford Sixth Form	7.3%	4.3%	10.5%
Shuttleworth College	3.5%	1.9%	5.3%
MK College	3.2%	3.7%	2.6%
Employment with training (including apprenticeships)	3.2%	3.1%	3.3%
Other specialist further education	3.2%	5.6%	0.7%
Other sixth form	1.9%	3.1%	0.7%
NEET	1.6%	1.9%	1.3%
Unknown	0%	0%	0%
TOTALS	100.0%	100.0%	100.0%

The Trust's sports teams have also suffered through the curtailment of fixtures during the Covid pandemic. Previously teams regularly reached the final stages of county wide competitions, often winning titles. A £1.5m development of the Trust's sports facilities at Wootton Upper School is planned over the next eighteen months to include a full-size 3G pitch.

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Timeline for applications

We know that some individuals who wish to apply for the posts we are advertising may wish to ask us questions or visit us prior to doing so. If it is safe to welcome visitors in January we will do so. If we cannot, we will arrange opportunities for virtual visits in the week beginning Monday 10 January 2022.

The closing date for applications will be 9.00 am on Tuesday 25 January 2022.

Applicants who are shortlisted for interview will be notified on Monday 31 January 2022.

Interviews are planned to place in the week beginning Monday 7 February 2022.

The Trust is at an exciting time in its development. We very much hope that you will be interesting in applying to join our team, and if so, we look forward to receiving your application.

For more information, please contact our HR Lead, Kami Patel kpatel@wootton.beds.sch.uk or telephone 01234 767123.

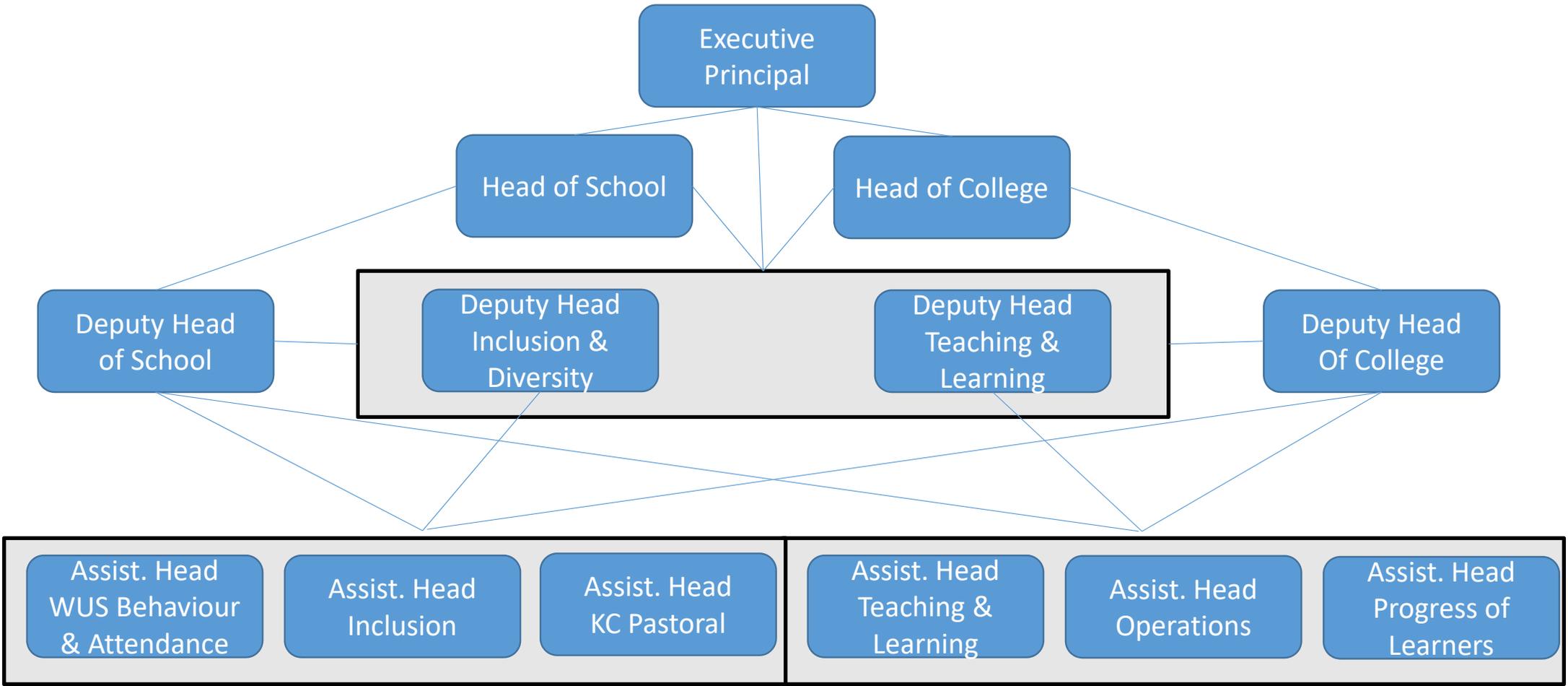
Yours sincerely

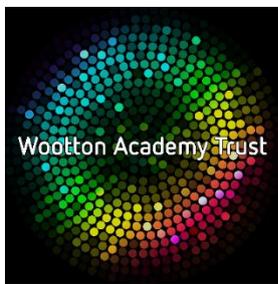


Michael Gleeson
Executive Principal

Wootton Academy Trust

Senior Leadership Team Structure April 2022





Our Motto is “The Pursuit of Excellence”

Job Description:	Deputy Head Inclusion and Diversity
Salary range:	Leadership 16 – 22
Accountable to:	Executive Principal, Head of School, Head of College
Accountable for:	Assistant Head Inclusion, Trust SENCo, Safeguarding Officers and Counsellor(s), Medical Needs Co-ordinator, PSHCE Co-ordinator

Core Purpose

- Provide professional and strategic leadership in Wootton Academy Trust academies at Wootton Upper School Years 9 – 11 and Kimberley 16 – 19 College Years 12 – 13 to secure high levels of progress and achievement of all learners
- Ensure robust systems are in place which secure the safety and well-being of learners.
- Work in partnership with other Executive Leadership Team members to **provide vision, leadership and direction for Wootton Academy Trust ensuring that all relevant standards of conduct are met by students and staff**
- Play a leading role in promoting the inclusive ethos of Wootton Academy Trust, creating and maintaining an environment which promotes and secures good teaching and effective learning for all students

Key Responsibilities

1. Leadership and management of the Trust’s Inclusion and Diversity Strategy in consultation with the Head of School and Head of College

- To deliver the Trust’s inclusion and diversity vision and values working with stakeholders to ensure the Trust is fully inclusive in all areas.
- To lead, manage and have strategic oversight of the implementation of the Trust’s inclusion and diversity vision and action plans.
- To ensure that communication of the Trust’s inclusion and diversity ethos and values are clearly disseminated through all Trust literature and its websites.
- To ensure that all staff uphold the Trust’s inclusion and diversity values through their management of communication with learners and parents.
- To ensure Trust policies related to the role are relevant and up to date and clearly understood
- To ensure Trust policies related to inclusion and diversity are followed by all staff and that all staff are held accountable for their implementation and success
- To lead in the development of processes to enhance the way inclusion systems work across the Trust

- To network with local schools [including feeder schools], local organizations and services [e.g. Local Authorities, Police, NHS Services, charities etc.], as well as regional and national support groups related to inclusion and diversity and disseminate information to colleagues where relevant.

- To undertake self-evaluation of the inclusion and diversity strategy in order to contribute to Trust systems of monitoring, evaluation and review
- To provide any information that Ofsted may need in relation to accessibility, inclusion, diversity across the Trust
- To undertake regular evaluation of staff progress towards agreed improvement objectives through the Trust's appraisal, performance management and line management policies, practices and procedures
- To monitor equality and opportunity in the curriculum, extracurricular and other provision and ensure that following observations there is evaluation of the inclusivity and diversity with areas of strength and areas for improvement clearly identified leading to action plans to secure improvements.

2. Designated Safeguarding Lead/Child Protection Officer

- To lead the Trust's safeguarding team undertaking all the responsibilities of a Designated Safeguarding Lead, keeping the Executive Principal, Head of School and Head of College informed of safeguarding issues.
- To work closely with the safeguarding team to respond effectively and immediately to safeguarding / child protection concerns raised by staff or learners or brought to your attention through other means
- To ensure all Trust safeguarding and child protection policies are up-to-date, working with governors, the Executive Principal, Head of School and Head of College as appropriate
- To work with governors to complete annual safeguarding audits [s175]
- To manage the preparation of all paperwork and systems with the assistance of the Assistant Head Inclusion in readiness for external review/inspections.
- To actively raise awareness of safeguarding / child protection issues with governors, staff, learners, parents and other stakeholders
- To ensure that all staff are aware of Trust safeguarding policies and are appropriately trained to recognise and deal with safeguarding / child protection issues
- To ensure the timely induction of new staff to the Trust in relation to safeguarding issues
- To be the Trust's first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection
- To co-ordinate child protection procedures in the Trust, monitor the keeping of records, confidentially, storage of records in relation to child protection, keep parents informed of action to be taken under these procedures in relation to their child.
- Where appropriate, take part in the child protection conferences or reviews where students leave the school, ensure that their destination school is made aware of any safeguarding / child protection issues in line with national, regional and school policies
- To be the Designated Senior Lead for Mental Health

3. SEND

- To provide strategic leadership support to the Trust SENCo and Assistant SENCo and other SEND staff;
- To be responsible for championing SEND at ELT and other senior leadership team and governor meetings;
- To have oversight of the SENCo ensuring termly meetings with SEND governors take place;

- To have oversight of the SENCo ensuring provision identified in EHCPs is met fully and that other provision for other learners with identified SEND needs is met and reviewed on a regular basis;

4. Disadvantaged children

- To be the Trust Designated Teacher for Looked After Children ensuring that all statutory processes including LAC and PEP meetings are attended and the outcomes of these meetings are quality assured.
- To manage the Pupil Premium Plus budget in line with the agreed targets and outcomes of PEP meetings.
- To provide support to other leaders responsible for leading the Pupil Premium Strategy ensuring that learning gaps are closed.

5. Personal Development of learners

- To provide support to the Head and Deputy Head of Kimberley College and Wootton Upper School and location specific Assistant Heads in securing excellent attitudes to learning, ensure excellent attendance;
- To provide strategic leadership to PSHCE lead[s] ensuring high quality of delivery of an ambitious PSHCE curriculum with content reflecting the needs of learners, relating to challenges in the wider community and is an ambitious curriculum

6. Responsibilities as a member of the Executive and wider Senior Leadership Team

- To promote the vision and aims of Wootton Academy Trust
- To provide professional leadership and management to secure improvement in achievement and attainment for all learners
- To raise expectations and standards of learning and teaching
- To secure a safe and healthy environment for all members of WAT academies
- To always ensure outstanding attitudes to learning and behaviour at WAT academies
- To be visible at the school and college acting as a role model to all
- To set high expectations for all members of the Trust, acting with professional integrity at all times not withstanding issues of confidentiality and tact,
- To act with honesty and transparency with regard to your work. Identify and improve those areas relevant to your role which will allow the Trust to secure further improvement
- To maintain WAT policies and procedures relevant to your area and update whenever required
- To be present where required at meetings, performances and other functions / events
- Where requested to do so, attend school/college and Local Governing Board meetings related to your role
- To undertake a proactive part in activities that are part of WAT self-evaluation processes, contributing significantly to Trust Improvement Planning;
- To attend scheduled meetings unless prior agreement for absence has been given by the Executive Principal

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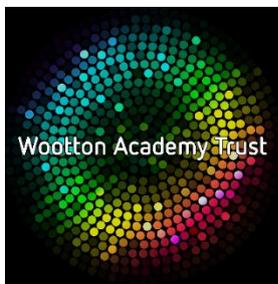
Person Specification – Deputy Head Inclusion and Diversity

Essential in bold

Qualities	Skills or Experience
<p>Qualifications and general experience</p>	<ul style="list-style-type: none"> • UK Qualified Teacher Status • Evidence of and a commitment to recent professional development • A relevant postgraduate qualification • A commitment to continued professional development. Significant professional development relevant to Senior Leadership • NPQSL or similar • An understanding of and a commitment to maintaining staff morale and welfare of individuals and groups of staff • The potential to progress to NPQH / Headship
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • An outstanding classroom practitioner • Use of data and performance management for benchmarking and setting targets for improvement • The development of a personalised learning culture • Use of new technologies in learning and teaching as well as management and administration
<p>Leadership experience</p>	<ul style="list-style-type: none"> • Significant recent experience leading a team of staff • Ability to motivate learners and staff • Ability to lead, coordinate, delegate and empower • Successful experience of achieving school improvement • Establishing and using self-review systems as a tool for school improvement • Pastoral or curriculum leadership • Cross-curricular/whole-school project • Using data effectively • Ability to manage change, work under pressure, seeing things through to completion • Proven impact in raising standards • Use of SIMS and CPOMS • Level 3 Safeguarding Training
<p>A sense of moral purpose based on the school's values</p>	<ul style="list-style-type: none"> • The ability to contribute to a shared strategic vision for the school • A commitment to an inclusive style of management • Using collaboration to translate a shared vision into practice • The ability to apply a range of skills to diffuse and de-escalate conflict • Awareness of current legislation and local issues • A commitment to the Academy's inclusive approach •

<p>Ambition</p>	<ul style="list-style-type: none"> • Show initiative • Taken direct responsibility for a project which has led to school improvement • Assume additional responsibilities
<p>Excellent interpersonal skills</p>	<ul style="list-style-type: none"> • Genuine concern for others • Decisive, determined and self-confident • Integrity, trusted, honest and open • Accessible and approachable • The ability to be self-reflective • Clarifies boundaries, keeps others informed and involves others in decision • Encourages critical and strategic thinking • Intellectual versatility
<p>Work/Life balance</p>	<ul style="list-style-type: none"> • A positive attitude and commitment • A sense of humour

December 2021



Our Motto is “The Pursuit of Excellence”

Job Description:	Deputy Head Teaching and Learning
Salary range:	(Leadership 16 – 22)
Accountable to:	Executive Principal, Head of School, Head of College
Accountable for:	Assistant Head Teaching and Learning, Assistant Head Pupil Progress, Trust Data Manager, Trust Exams Officer

Core Purpose

- Provide professional and strategic leadership in the Wootton Academy Trust academies [Wootton Upper School Years 9 – 11 and Kimberley 16 – 19 College Years 12 – 13] to secure high levels of progress and achievement of all learners
- Ensure robust systems are in place which secure the safety and well-being of learners.
- Work in partnership with other Executive Leadership Team members to **provide vision, leadership and direction for Wootton Academy Trust ensuring that all relevant standards of conduct are met by students and staff**
- Play a leading role in promoting the inclusive ethos of Wootton Academy Trust, creating and maintaining an environment which promotes and secures good teaching and effective learning for all students

Key Responsibilities

1. Leadership and management of the Trust’s Teaching and Learning Strategy in consultation with the Head of School and Head of College

- To implement the Trust’s curriculum intention for Wootton Upper School and Kimberley College working with a broad range of stakeholders to ensure the quality of learning is always good and often outstanding and provide timely support and challenge where the quality of learning is not meeting expectations;
- To ensure the curriculum is cost effective – responding to the needs and interests of all groups of learners and the needs of other stakeholders including local employers;
- To ensure that learners make good progress across all subjects through the use of design of highly effective schemes of learning which promote scaffolding to support different groups of pupils and students including remote learning;
- To lead assessment ensuring that practice enables robust tracking of learners;
- To ensure that challenging outcome and progress targets for all learners and cohorts of learners are agreed with the Executive Leadership Team and approved by Local Governing Boards based on prior attainment data;
- To lead the analysis of assessment data identifying key priorities for improvement to the Executive Leadership Team, Subject Leaders and governors.
- To ensure that the analysis of public and internal examination data is accurate and appropriate for a wide range of audiences including for example, governors, improvement partners, staff and parents;

- To monitor equality and opportunity in the curriculum, extracurricular and other provision and ensure that following observations and other evaluation practice that areas of strength and areas for improvement are clearly identified leading to action plans to secure improvements.
- To lead quality assurance practice of learning working with external improvement partners, senior leaders and subject leaders ensuring that areas of strength and areas of development are identified and inform self-evaluation at the school and college.
- To ensure areas of teaching, learning and assessment development, identified through self-evaluation, become costed priorities in improvement plans;
- To provide strategic support to leaders to ensure that the objectives and targets in the Pupil Premium Strategy are secured.
- To ensure that there is a culture where subject leaders and senior leaders focus on developing cutting edge teaching and learning practice through research and innovation;
- To lead, manage and have strategic oversight of the implementation of the Trust's curriculum plans.
- To ensure that the Trust's teaching and learning ethos and values are evident in and out of lessons in every learning opportunity and are clearly disseminated in all Trust literature and websites;
- To ensure that all staff uphold the Trust's inclusion and diversity values through their management of communication with learners and parents;
- To ensure the Trust policies related to the role are: up-to-date, clearly understood, followed by all staff and that all staff are held accountable for their implementation and success;
- To network with local schools [including feeder schools], local authorities, other single academies and multi academy trusts as well as regional and national organizations related to teaching, learning and assessment disseminating information to colleagues where relevant;
- To provide any information that Ofsted may need in relation to teaching, learning and assessment across the Trust;
- To undertake regular evaluation of staff progress towards agreed improvement objectives through the Trust's appraisal, performance management and line management policies, practices and procedures.

2. Responsibilities as a member of the Executive and wider Senior Leadership Team

- To promote the vision and aims of Wootton Academy Trust
- To provide professional leadership and management to secure improvement in achievement and attainment for all learners
- To raise expectations and standards of learning and teaching
- To secure a safe and healthy environment for all members of WAT academies
- To always ensure outstanding levels of attitude to learning and behaviour at WAT academies
- To be visible at the school and college acting as a role model to all
- To set high expectations for all members of the Trust, acting with professional integrity at all times notwithstanding issues of confidentiality and tact;
- To act with honesty and transparency with regard to your work. Identify and improve those areas relevant to your role which will allow the Trust to secure further improvement

- To maintain WAT policies and procedures relevant to your area and update whenever required;
- To be present where required at meetings, performances and other functions / events where requested to do so;
- Where requested to do so, attend school/college and Local Governing Board meetings related to your role
- To undertake a proactive part in activities that are part of WAT self-evaluation processes, contributing significantly to Trust Improvement Planning;
- To attend scheduled meetings unless prior agreement for absence has been given by the Executive Principal

3. Essential Requirements

- To be able to develop and implement policies to deliver WATs inclusion and diversity strategic vision
- Leadership and management skills to improve levels of attainment and success
- To be an excellent classroom practitioner who can lead by example
- To be able to motivate learners and staff
- Ability to lead, coordinate, delegate and empower
- To be able to manage change and work under pressure of changing circumstances.
- Ability to see things through to completion

December 2021

Person Specification – Deputy Head Teaching and Learning and Assessment

Essential in bold

Qualities	Skills or Experience
<p>Qualifications and general experience</p>	<ul style="list-style-type: none"> • UK Qualified Teacher Status • Evidence of and commitment to recent professional development • A relevant postgraduate qualification • A commitment to continued professional development. Significant professional development relevant to Senior Leadership • NPQSL or similar • An understanding of and a commitment to maintaining staff morale and welfare of individuals and groups of staff • The potential to progress to NPQH / Headship
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • An outstanding classroom practitioner • Use of data and performance management for benchmarking and setting targets for improvement • The development of a personalised learning culture • Use of new technologies in learning and teaching as well as management and administration
<p>Leadership experience</p>	<ul style="list-style-type: none"> • Significant recent experience leading a team of staff • Ability to motivate learners and staff • Ability to lead, coordinate, delegate and empower • Successful experience of achieving school improvement • Establishing and using self-review systems as a tool for school improvement • Pastoral or curriculum leadership • Cross-curricular/whole-school project • Using data effectively • Ability to manage change, work under pressure, seeing things through to completion • Proven impact in raising standards • Use of SIMS and CPOMS • Level 3 Safeguarding Training
<p>A sense of moral purpose based on the school's values</p>	<ul style="list-style-type: none"> • The ability to contribute to a shared strategic vision for the school • A commitment to an inclusive style of management • Using collaboration to translate a shared vision into practice • The ability to apply a range of skills to diffuse and de-escalate conflict • Awareness of current legislation and local issues • A commitment to the Academy's inclusive approach
<p>Ambition</p>	<ul style="list-style-type: none"> • Show initiative • Taken direct responsibility for a project which has led to school improvement • Assume additional responsibilities

<p>Excellent interpersonal skills</p>	<ul style="list-style-type: none"> • Genuine concern for others • Decisive, determined and self-confident • Integrity, trusted, honest and open • Accessible and approachable • The ability to be self-reflective • Clarifies boundaries, keeps others informed and involves others in decision • Encourages critical and strategic thinking • Intellectual versatility
<p>Work/Life balance</p>	<ul style="list-style-type: none"> • A positive attitude and commitment • A sense of humour

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