



## **Job Application Pack**

### **Assistant Head Teacher (Quality of Education)**

**Permanent, Full Time, All Year Round**

**Salary: L4-7, £50,807 - £54,816 per annum**

**Starting September 2024**

## Welcome from the CEO



Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

*S. Hampton*

## About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy. We recently welcomed three further secondary schools in Derby to the Trust and opened Bluecoat Trent Academy, a secondary Free School in Nottingham in September 2021.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, Bluecoat Bentinck Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Community School, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

## Our Schools

### Bluecoat Aspley Academy

Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust). The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds.



**Bluecoat Aspley**  
believe in yourself, in others, in God

### Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.



**Bluecoat Wollaton**  
believe in yourself, in others, in God

### Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



**Bluecoat Beechdale**  
Academy  
Believe, Belong, Achieve

### Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.



**Bluecoat Primary**  
believe in yourself, in others, in God

### The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.



### Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.



**Bluecoat SCITT Alliance**  
Nottingham

### Bluecoat Trent Academy

The Bluecoat Trent Academy opened its doors in September 2021 with the founding cohort of Year 7 pupils. BTA is an 11-16, non-faith school. The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first two years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.



## Bluecoat Bentinck Primary Academy

Bluecoat Bentinck Primary Academy officially joined of Archway Learning Trust in September 2023, becoming our second primary academy. The school has a proud and rich history of serving the children and community of Nottingham since 1880; we are delighted to be part of its next chapter! Bluecoat Bentinck is a popular, diverse and multi-cultural Academy in the heart of Nottingham City. The Academy's vision of 'Together We Make a Difference' underpins our commitment to work together to achieve our common purpose of transforming lives of the children we serve. Staff at Bentinck are committed to supporting and teaching the diverse cohort of learners, creating the conditions to enable all children to thrive in their education. Bentinck is a happy, calm and welcoming place to be where children are kind, respectful and are proud to represent Bluecoat Bentinck.



Bluecoat Bentinck  
Primary Academy

## Lees Brook Academy

Lees Brook Academy based in Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' was chosen by its students and is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in particular the thriving Duke of Edinburgh scheme. Lees Brook is a school that cares for the people within it.



Lees Brook  
Academy

## Alvaston Moor Academy

Our Academy vision is at the heart of everything we do, 'Ambition, Manners and Achievement'. We also recognise the importance of positive relationships, equality and respect. Situated in the heart of the City of Derby, it serves a diverse local community and serves families from many different backgrounds. The curriculum offered is broad and specifically designed to engage and challenge its students.



Alvaston Moor  
Academy

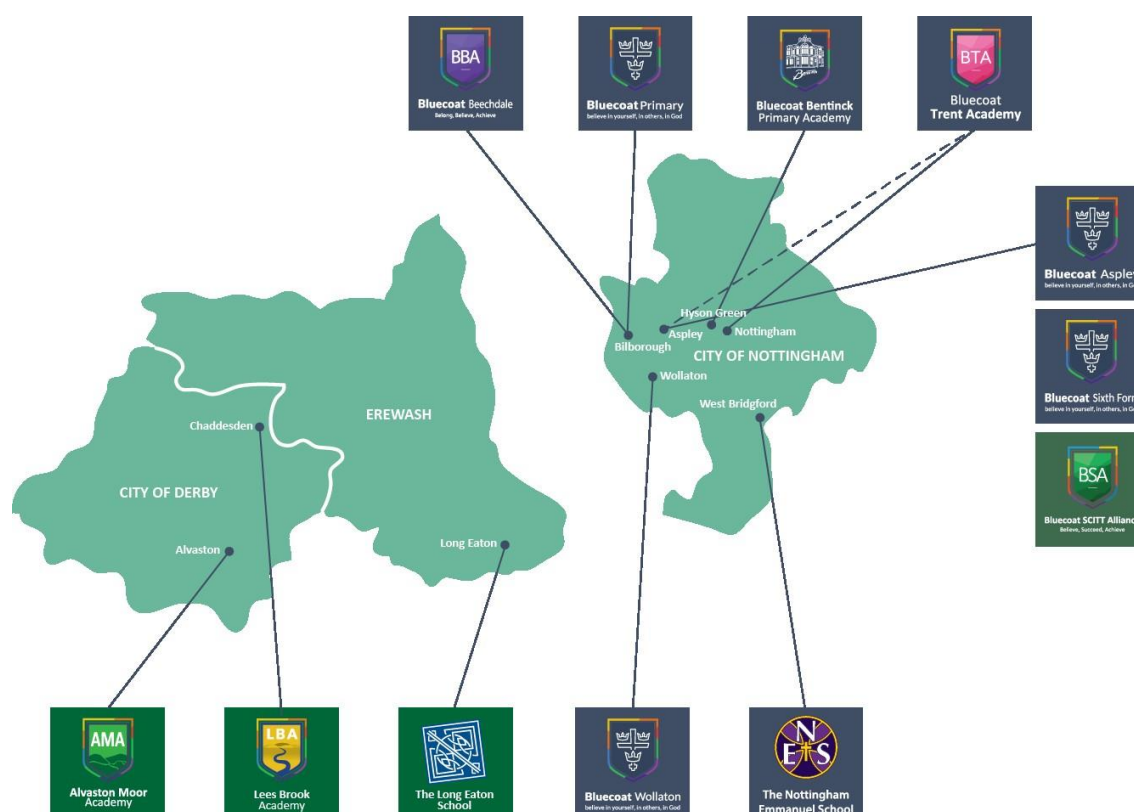
## The Long Eaton School

The Long Eaton School with 1,078 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.



THE  
LONG EATON  
SCHOOL

## School Locations





## The Vacancy

This post would be ideal for an experienced leader who wants to continue to motivate and develop the existing staff team, build on the existing strengths of the academy and ensure even better academic outcomes for pupils. The successful candidate will need to be an excellent classroom practitioner, have a strong understanding of current research into what constitutes effective teaching and learning, and a good knowledge of KS2 curriculum and pedagogy .

The post holder will have 3 days of classroom responsibility in KS2 and 2 days in order to complete work linked to their specific responsibility for the strategic leadership of quality of education, undertaking such roles as:

- Advising and directing the work of curriculum leaders;
- Planning and delivering CPL (continued professional learning),
- Curriculum design and implementation
- Evaluating and improving standards through assessment, quality assurance, coaching and staff development.
- Overseeing staff development, including SCITT and ECT coordination and instructional coaching

We are looking for a candidate who is highly motivated, has an excellent knowledge of how to improve and maintain high standards of teaching and learning and who is passionate about ensuring high standards of education. We are looking for someone with excellent knowledge of developing and implementing curriculum design alongside knowledge of how teachers can meet the needs of all children and with an eagerness to stay abreast of the latest evidence, research and national education thinking.

We love the fact that our school community is wonderfully diverse and we welcome applications from candidates who reflect our community.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.

The role will be based at the targeted school, but the post holder may be asked to support or work at any of the sites within Archway Learning Trust.



## Applications

For more information about Bluecoat Primary Academy and the vacancy, please visit [www.bluecoatprimaryacademy.co.uk/vacancies](http://www.bluecoatprimaryacademy.co.uk/vacancies). To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.

**Closing Date: 9am, Monday 13<sup>th</sup> May 2024**

**Interview Date: Friday 17<sup>th</sup> May 2024**

If you have any queries, wish to discuss the role informally or undertake a visit to the Primary Academy, please do not hesitate to contact us via email [recruitmentpri@archwaytrust.co.uk](mailto:recruitmentpri@archwaytrust.co.uk) or telephone 0115 9007200.

*Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from us within two weeks of the closing date, please assume that on this occasion your application has unfortunately not been successful.*

## Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



## ***Working Together, Transforming Lives***

### Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online checks (carried out on all shortlisted candidates)

## Job Description

**POST TITLE:** Assistant Head Teacher (Quality of Education)  
**GRADE:** Leadership Scale  
**ACTUAL SALARY:** L4 – L7  
**RESPONSIBLE TO:** Head of School/Executive Head Teacher

### JOB PURPOSE

The post holder will be deployed to a targeted Academy, taking on classroom responsibility, whilst supporting teachers across the Academy to develop. They will work within the Senior Leadership Team to provide strategic leadership for the quality of education as well as ensuring highly effective operation of the academy.

At the Trust we expect senior staff to be fully committed to:

- Comprehensive, community education within an urban, multi-cultural environment;
- The Christian values and framework of the Academy.
- Working as a mutually supportive team, sharing responsibility, success and challenges;
- Exercising positive leadership and creating a shared vision of the purpose and future development of the Academy that reflects our Mission Statement and aims;
- Maintaining high personal and professional standards in all aspects of Academy life;
- A consultative and participative approach to leadership and management;
- Being forward looking and anticipating change;
- Our own professional and leadership development

### GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Extremism & Radicalisation Policy
  - Health, Safety and Security Policy & Guidance
  - Keeping Children Safe in Education (Part 1) Guidance
  - Safeguarding Policy and Training Slides
  - Whistleblowing Policy
  - IT Pack including Acceptable Use Statement
  - Health, Wellbeing and Benefits Policy
  - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

### TEACHING RESPONSIBILITIES

The post will balance classroom responsibility and leadership, whilst having the opportunity to spread your excellent practice to support and enable others. The post holder is expected to be an excellent classroom practitioner who is willing to teach classes across school as well as their own as part of raising standards, coaching and development of staff or occasionally if cover is required due to absence. Each teacher is responsible for all aspects of teaching and learning for those sessions / students assigned to them. This involves the organisation and administration of classes, the preparation of lesson plans and teaching within faculty guidelines and schemes of work. Each member of staff has responsibility to promote high quality throughout their work and that of the academy and Trust as a whole. In particular it is important to maintain high standards of achievement and encourage all students to fulfil their potential through effective teaching and high expectations.

## SPECIFIC RESPONSIBILITIES

- Deputise for the Head of School in their absence and ensure the effective running of the academy.
- Take on specific tasks related to the day-to-day administration and organisation of the academy as requested by the Head of School/Executive Head.
- Lead and be responsible for all aspects of Quality of Education across the academy.
- Ensure that the academy's approach to curriculum development is research-led and founded in up-to-date academic research and best practice.
- Be proactive in staying abreast of sector developments and current research relating to curriculum development and cognitive science. Continuously drive innovation, research and best practice to inform CPL and school improvement.
- Coach, guide and support subject leads in securing understanding, involvement and ownership of the curriculum development process and ensuring curriculum coverage is strong, coherent, rigorous and well sequenced.
- Collaborate with the wider academy and Trust leadership teams on evaluating the impact of the curriculum intent, implementation and impact within a cycle of continuous development.
- Oversee effective monitoring, feeding into improvement of the Quality of Education.
- Oversee, design and monitor a professional development programme by facilitating the sharing of good practice and innovation in curriculum development and pedagogy.
- Identify strength across the schools, share best practice with colleagues, lead by example and promote high standards in the delivery of the curriculum.
- Oversee the development of the ECT and instructional coaching programme, training coaches and mentors to enable effective professional learning and development of staff.
- Coach and mentor staff to improve performance ensuring that teaching across the Academy is consistently good and outstanding.
- Accountability for continuous development of rigorous and robust assessment processes (including statutory assessment) that leads to reliable data and analysis to address gaps and drive school improvement.
- Work as a Additional Designated Safeguarding Lead to safeguard pupils.

## LEADERSHIP RESPONSIBILITIES

- Support the leadership team in identifying budget priorities, advising the leadership team on the use of academy funds.
- Review budget expenditures with the leadership team, being aware of how academy finances operate.
- Support all new members of staff to the academy and take an active role in supporting Early Careers Teachers.
- Encourage positive attitudes and professionalism in all staff at all times.
- Support and lead by demonstration a code of conduct and positive behaviour management, especially at 'pressure' times such as break and lunchtime.
- Support and host visitors to the academy.
- Support students on work experience.
- Act as a confidential sounding board for staff when needed.
- Read and discuss with the Head Teacher relevant reports, papers, documents issues by DFE/LA etc. summarise and give feedback to relevant parties.
- As part of the leadership team, contribute fully to the formulation of academy improvement and other plans.
- Act as Team Leader in the Performance Management cycle and arrange effective timetabling for this to occur.
- Assist in the Line Management of other staff, including the arrangement of timetables and evaluating their work and impact on the children.
- Work in collaboration with the leadership team to implement and sustain systems for the management of staff performance through developing, leading, supporting, monitoring and evaluation.
- Work in collaboration with the leadership team to plan for the growth of the academy.
- Draw up agendas and chair meetings where appropriate and arrange for the taking of minutes to be recorded. Ensuring that follow up takes place and a respond to any issues raised in meetings.
- Evaluate the effectiveness of meetings; training and initiatives each half term.



## OTHER RESPONSIBILITIES

- Ensure there is a high level of care for every pupil.
- Actively promote and involve parents in their children's learning both in academy and at home.
- Be involved in liaison meetings with other schools and outside agencies as appropriate.
- Prior to meetings consult with the person leading about the agenda, content and any support needed.
- Analyse assessment results and report significant findings to Head of School/Executive Head, staff and governors as appropriate.
- Discuss with the Head of School/Executive Head reports to governors, MAT board and other outside professionals.
- Take on specific tasks related to the day-to-day administration and organisation of the academy as requested by the Head of School/Executive Head.
- Build effective relationships, ensure effective communication with parents and manage concerns and complaints in line with our complaints policy.
- Take on additional responsibilities, which might from time to time be determined.

### Christian Ethos:

We pride ourselves on our Christian ethos whilst embracing other faiths. Our staff team is diverse culturally and spiritually. We welcome applications from followers of any faiths or no faith. However, we ask all of our staff to promote the Christian ethos of the Trust, ensuring that it is embedded in all aspects of our work.

### General Notes:

- The role will be based at the targeted school, but the post holder may be asked to support or work at any of the sites within Archway Learning Trust.
- The post holder will be expected to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post as defined;
- The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and the Conditions Document and the Conditions of Service (Burgundy Book) and are additional to the general duties and responsibilities of a Teacher.
- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. They are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation.

## STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

## DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.
- Some functions within the Trust are required to wear uniform that will be supplied by the Trust.
- When working in the kitchens or any food outlet at the Trust, staff are expected to wear full protective clothing at all times.

PERSON SPECIFICATION – ASSISTANT HEAD QUALITY OF EDUCATION		
	ESSENTIAL	DESIRABLE
<b>EDUCATION &amp; TRAINING</b>		
Qualified Teacher Status	*	
First degree or equivalent	*	
Evidence of additional further education qualifications		*
NPQSL or equivalent (e.g. NPQLT, NPQLPD)		*
<b>EXPERIENCE</b>		
Successful teaching experience in the primary age range	*	
Substantial knowledge and understanding of what constitutes high quality teaching and learning across the primary phase.	*	
Leadership experience and proven track record for improvement and impact at whole school level.	*	
Experience of improving teaching and learning through effective support, challenge and monitoring.	*	
Experience in translating educational research and theory into practice.	*	
Experience of working with and involving Governors	*	
Varied experience of teaching in a range of key stages.		*
Experience of working with and developing links with the community		*
Experience of leading on data and assessment (including primary statutory assessment).	*	
Experience of delivering high quality continuous professional learning	*	
Experience of successfully coaching and mentoring members of staff.	*	
Experience of delivering or leading Little Wandle Phonics Programme.		*
<b>KNOWLEDGE &amp; UNDERSTANDING</b>		
Clear working knowledge of how to lead curriculum development and manage innovation and change	*	
Strong understanding of the OFSTED process		*
Confident use of ICT communication skills	*	
Knowledge and understanding of data analysis and the ability to use data to evaluate impact and set targets for improvement.	*	
Confident in whole academy self-evaluation and target setting.	*	
Up-to-date knowledge & understanding of the current sector developments and current research relating to curriculum development and cognitive science.	*	
A strong understanding of what constitutes effective curriculum design	*	
A clear working knowledge and understanding of the current Ofsted framework.	*	
<b>LEADERSHIP SKILLS</b>		
Demonstrate high levels of integrity, professionalism and confidentiality.	*	
A strategic thinker with the ability to generate vision and influence others	*	
Outstanding leader, committed to partnership and collaborative working	*	
Ability to lead and manage people to work both individually and in teams.	*	
An understanding of the principles of effective management, delegation and organisation.	*	
Aid the Head of School/Executive Head Teacher to initiate and manage change	*	

Motivate and inspire by setting and following high standards	*	
Seek advice and support when necessary	*	
Deal sensitively with people and resolve conflict	*	
The ability to prioritise and manage time effectively	*	
<b>DECISION MAKING SKILLS</b>		
Ability to investigate, resolve problems and make decisions This will include an ability to: <ul style="list-style-type: none"> <li>Collect and weigh evidence, make judgements and take decisions in line with good educational practice</li> <li>Think creatively and imaginatively to solve problems and identify opportunities</li> </ul>	*	
<b>COMMUNICATION SKILLS</b>		
Personal qualities: <ul style="list-style-type: none"> <li>The ability to communicate clearly and take into account, where appropriate, the views of the others.</li> <li>The ability to listen to others.</li> </ul>	*	
Professional qualities: <ul style="list-style-type: none"> <li>The ability to communicate effectively both orally and in writing to a range of audiences</li> <li>The ability to negotiate and consult</li> <li>The ability to challenge and support</li> </ul>	*	
<b>SELF-MANAGEMENT SKILLS</b>		
Ability to plan time and organise work effectively	*	
This will include an ability to: <ul style="list-style-type: none"> <li>Prioritise and manage time</li> <li>Work under pressure and meet deadlines</li> <li>Be self-motivating and set personal goals</li> </ul>	*	
<b>ACADEMY ETHOS</b>		
Capacity to positively influence others	*	
Ability and commitment to develop and maintain the Christian ethos of the academy in partnership with the Head Teacher.	*	
Be fully supportive of the aims & ethos of a Church of England Academy	*	
Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development		
Ability to ensure that the academy atmosphere is welcoming and that parents are encourage to take an active part in the life of the academy and their education.	*	
Be a practising Christian		*
<b>PERSONAL ATTRIBUTES</b>		
Adaptability to changing circumstances & ideas	*	
Energy & enthusiasm	*	
Reliability and integrity	*	
Resilience	*	
Sense of humour	*	