



# THE MINSTER SCHOOL

## Assistant Head Teacher Achievement | L13-L17 | Recruitment Pack

**Assistant Head Teacher  
Achievement  
L13 - L17  
September 2021**

The Minster School is wishing to appoint an Assistant Head Teacher to join our experienced and dynamic senior leadership team. The successful candidate will join the Head Teacher, two Deputy Head Teachers

and four other Assistant Head Teachers in this key leadership role. The pursuit of excellence is at the heart of what we do. We work as a team, and individually, to lead whole-school projects with the students' educational

experiences foremost in our minds. This is an excellent opportunity for an experienced senior leader or someone looking to take up their first post in senior leadership.





# WELCOME FROM THE HEAD TEACHER

## Ben Chaloner

Dear Applicant,

I am pleased that you are interested in applying for the post of Assistant Head Teacher at The Minster School. This is an exciting opportunity to join an experienced and dynamic senior leadership team that are united in the pursuit of educational excellence.

The Minster School is a truly special school. It is one of the oldest educational establishments in the country tracing its roots to

956AD when the school provided education to the Cathedral choristers - a tradition that is still in place to this day. The school was rated Outstanding in its last Ofsted inspection (2011) and in its most recent Statutory Inspection of Anglican and Methodist Schools (SIAMS - 2016). We are the home of the East Midlands East Maths Hub, a National Teaching School and strategic partner for the Teaching School Hub which will serve Gedling, Sherwood, Newark and Bassetlaw from September 2021.

Most importantly we strive to provide education of the highest quality to 1600 students from across the local area. We are a Church of England Academy but also the local comprehensive school serving Southwell and the surrounding villages.

This post has been made available due to the promotion of the current post holder. We are keen to appoint an enthusiastic, inspiring and adaptable leader to ensure excellence in our educational outcomes.

Whilst wishing to make an appointment to the Achievement brief, the senior leadership team are willing to be adaptable in responsibilities to ensure that we appoint the right person for our school.

I would welcome an informal discussion regarding the post if appropriate and this can be arranged via my PA, Laura Gallagher: [l.gallagher@minster.notts.sch.uk](mailto:l.gallagher@minster.notts.sch.uk)

Best wishes,  
Ben Chaloner  
Head Teacher



# MITRE

Minster Trust for Education  
[www.mitretrust.org.uk](http://www.mitretrust.org.uk)

CEO: Matthew Parris

The Minster Trust for Education (MITRE) is a young multi-academy trust which has at its core a collaborative model of leadership and a belief in sharing expertise while unerringly pursuing the best education for pupils in its schools.

The trust has been formed by a cross-phase group of schools committed to working together as a multi-academy trust.

Each MITRE school is unique and wishes to remain so, while sharing a common

commitment to both educational and character development. Each school strives to provide an education with outstanding outcomes and a wider holistic and enriching experience in school.

## THE ROLE

### Assistant Head Teacher Responsible for Achievement



The role advertised is for Assistant Head Teacher with responsibilities for Achievement. The main duties of the role include target-setting, the tracking of students across the curriculum and overseeing intervention to secure progress. You will have oversight of public exams and the internal mock exam period.

The job description included in this pack is the general job description for our Assistant Head Teachers. The particular duties of each member of the senior leadership team are agreed on an annual basis.



## PERSON SPECIFICATION

### Assistant Head Teacher

A Person Specification defines the required professional qualifications, knowledge, skills and qualities of the staff sought by the Minster Trust for Education in the recruitment and selection process – these are referred to as essential in the table below

All members of staff employed by the Minster Trust for Education support and promote the school's aims:

1. To create an atmosphere of caring and purpose derived from commitment to moral and religious principles
2. To engender a lifelong love of learning
3. To encourage each child to strive for his or her best in intellectual, physical and spiritual growth
4. To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness
5. To encourage and develop leadership and active citizenship within the school and wider community which fosters a sense of dignity, vocation and purpose for every individual
6. To develop and maintain excellence in teaching and learning

*Note: when completing your application form please have regard to how each of the **essential** elements of the person specification will be assessed (refer to evidence key at the end of this document). In particular, please ensure that you provide **written** evidence of how you meet the specification for those noted as **W**.*

Requirements		
Element	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"><li>• A good honours degree or equivalent and PGCE or equivalent (D, W).</li><li>• Qualified Teacher Status (D, W).</li></ul>	<ul style="list-style-type: none"><li>• A further qualification, degree, diploma, certificate in a relevant subject (D, W).</li><li>• An accredited senior or middle leaders qualification (D, W).</li></ul>
Knowledge and Experience	<ul style="list-style-type: none"><li>• At least three years of senior or middle leadership experience in a school (D).</li><li>• At least three years of teaching experience in a state secondary school (D).</li><li>• Teaching experience with students at key stages 3, 4 and 5 (D).</li><li>• Proven track record of successfully delivering significant projects in school with impact on student outcomes (W, I).</li><li>• Up to date knowledge of the national curriculum, latest developments in national education policy and pedagogy (I).</li><li>• An excellent classroom teacher with a track record of success (W, I).</li></ul>	<ul style="list-style-type: none"><li>• Experience of a variety of leadership roles with different briefs (I).</li><li>• Experience of leading training and professional learning for audiences beyond own school (I).</li><li>• Experience of managing budgets, linking funding with improvement planning (I).</li></ul>



	<ul style="list-style-type: none"> <li>• Experience of quality assurance and supporting colleagues to improve their practice (W).</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to continuing professional development (W, D).</li> <li>• Willingness to actively participate in professional learning (W, D).</li> <li>• Willingness to stay abreast of national developments in education and contribute to pedagogy and strategy to reflect the changing landscape (W, I).</li> <li>• Experience of leading professional learning for colleagues (I).</li> <li>• A commitment to the professional development of others, with a view to their own career progression and also to succession planning (I).</li> </ul>	<ul style="list-style-type: none"> <li>• Trained facilitator (D).</li> <li>• Ability to lead MTSA training events and networks (I).</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to innovate and develop new strategies based on latest research (W).</li> <li>• Ability to communicate ideas clearly to a range of audiences, including students, parents, teachers and governors (I).</li> <li>• Ability to evaluate the quality of teaching and to support others to be outstanding (W).</li> <li>• Ability to create an innovative and stimulating climate for learning (I)</li> <li>• Ability to relate well to students and colleagues in a professional manner and in a variety of contexts (I).</li> <li>• The ability to give and receive feedback in a highly effective way (I).</li> <li>• Highly effective administrative and organisation skills.</li> <li>• Ability to prioritise, delegate and direct others to meet deadlines and objectives (I).</li> <li>• The ability to write with clarity and accuracy, including the production of governors' papers, parental communications, project plans and policies (W).</li> <li>• Ability to plan projects in detail, such that innovative ideas and new strategies are implemented effectively and sustainably (I).</li> <li>• Diagnostic and evaluative skills to support on-going improvement of provision (I).</li> <li>• Ability to challenge and support colleagues to perform very effectively in their professional roles (I).</li> </ul>	<ul style="list-style-type: none"> <li>• Trained coach (D).</li> </ul>
<b>Qualities and Attributes</b>	<ul style="list-style-type: none"> <li>• A commitment to lifelong learning for all (W, I).</li> <li>• The ability to persuade and motivate others (I).</li> <li>• Excellent communication skills (W, I).</li> <li>• Enthusiasm for working with other professionals and the confidence to support them in their own development (I).</li> <li>• The ability to establish effective working relationships with individuals, groups and organisations (W,I).</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to contribute to the wider life of the school (I).</li> <li>• Sufficient credibility to work beyond the context of the Minster School and influence the practice of others (I)</li> </ul>

	<ul style="list-style-type: none"> <li>• The ability to remain calm and diffuse situations (I).</li> <li>• The demonstration of concern for excellence in all areas of professional work and the achievement of students (W, I).</li> <li>• The demonstration of a well-developed sense of the spiritual dimension of life and a commitment to support the school's denominational aims (I).</li> <li>• Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion (I).</li> <li>• The ability to apply a range of leadership approaches (W, I).</li> <li>• A coherent and clearly articulated philosophy of education, conducive with the school aims and ethos (I).</li> <li>• The confidence to make decisions, genuinely taking on board the views of others and having the integrity to admit mistakes and seek future improvement (I).</li> </ul>	
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Demonstrable evidence of achievement in current post (W, I).</li> </ul>	
<b>Equal Opportunities and Safeguarding</b>	<ul style="list-style-type: none"> <li>• Commitment to equal opportunities (I).</li> <li>• Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct (I).</li> <li>• Must be able to recognise discrimination in its many forms and be willing to put equality policies into practice (I).</li> </ul>	

Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I)



## **JOB DESCRIPTION**

### **Assistant Head Teacher**

#### **L13-L17**

#### **Role Description**

An experienced leader with a proven track record of success, the Assistant Head Teacher will innovate and problem solve; meticulously plan; successfully implement new strategies; evaluate the effectiveness of provision; lead and motivate others to outstanding performance, holding them to account. He/she will be a senior figure in the school, respected and known by staff, students and other wider stakeholders. The Assistant Head Teacher will work flexibly to lead the implementation of whole school projects, assigned annually.

**Line Manager for this post: Deputy Head Teacher**

#### **Wider leadership team duties:**

- Line manage one or more curriculum area/s, supporting the highest quality of provision for students in that area and holding middle leaders to account for their work.
- Act as appraiser for other leaders in school, completing the appraisal process, making pay recommendations based on evidence and performance, setting challenging targets which support the aims of the school improvement plan and best quality provision for students.
- Unwaveringly support the whole school ethos and values, modelling the highest standards of professionalism in day to day work with all stakeholders (as detailed in 'leadership ways of working' attached as appendix).
- Work flexibly to support the day to day organisation and management of the school, including duties and on-call.
- Maintain a presence and profile with students as a senior leader in school, expecting the highest standards in terms of conduct, effort and engagement with school life. Use reward and praise with students to establish a supportive and positive climate in school.
- Work collaboratively with colleagues, fostering positive and mutually supportive working relationships.
- Lead acts of worship in school, supporting the school's distinctly Christian ethos and also support extra-curricular events and after school activities through regular attendance.
- Deputise as necessary for other senior leaders when they are unavailable.
- Develop expertise in all areas of responsibility, maintaining an awareness of latest educational best practice and leading the development of new strategies and ideas.
- Carefully plan and effectively deliver projects which improve the quality of provision in areas of responsibility, working collaboratively with others to bring plans to fruition.
- Evaluate the effectiveness of provision in areas of responsibility, making refinements to ensure highest standards are maintained.
- Undertake any task felt appropriate, reasonable and necessary by the Head Teacher.
- Be prepared to renegotiate one's role if and when necessary.



### **Specific duties:**

- Annually the roles and responsibilities of each Assistant Head Teacher will be discussed and assigned, taking into consideration:
  - continuity of projects already underway.
  - working to strengths and skill sets.
  - broadening opportunities and experiences.
  - meeting the school's improvement priorities.
- Although not an exhaustive list, each Assistant Head Teacher may lead and hold responsibility for a number of the following areas:
  - Intervention
  - Behaviour for learning
  - Child protection
  - Alternative provision
  - Teaching and learning
  - Data and exams
  - Careers and guidance
  - Extra-curricular enrichment
  - Worship and values
  - Houses
  - Student welfare

### **General duties:**

- To participate in the appropriate meetings with colleagues and parents relative to the above duties.
- To undertake any task felt appropriate, reasonable and necessary by the Head Teacher.
- To be prepared to renegotiate one's role if and when necessary.

### **Health and Safety:**

- It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions.

### **Miscellaneous:**

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- The school will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

# HOW TO APPLY

For more information about the school please visit our website  
[www.minster.notts.sch.uk](http://www.minster.notts.sch.uk)

To apply:

Please complete the MITRE application form and return to [HR@mitretrust.org.uk](mailto:HR@mitretrust.org.uk)

Your application form should be accompanied by a supporting letter that is no more than two sides of A4. In the letter, please highlight the specific skills that you will bring to the role alongside your experience to date. We would also like to hear about your educational philosophy and how you would contribute to school improvement.

CVs are not accepted and should not be submitted as part of the process.

The closing date for applications is Wednesday 21<sup>st</sup> April 2021 at 9am.

Interviews are due to take place week commencing 26<sup>th</sup> April 2021.

The Minster Trust for Education is committed to safeguarding children and the promotion of equal opportunities for staff and students. The successful applicant will be required to undertake an enhanced DBS check and complete a KCSIE declaration.

