



Applying for a job at Brigshaw High School

**Assistant Headteacher: curriculum, teaching
and learning, pastoral care.**

Recruitment Information

March 2021

This school is committed to promoting and safeguarding the welfare of all children

RECRUITMENT INFORMATION

Thank you for expressing an interest in this post within our school. The enclosed application pack contains a number of documents providing background information about our school and the vacancy that we are advertising. We hope you will find this information useful and we look forward to hearing from you.

Contents:

- About Brigshaw High School
- Brigshaw Learning Partnership
- Application Process
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- Asylum Immigration Act

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.

Brigshaw High School – Current Context

This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two "villages", as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1400 pupils on roll, including 200 in the Sixth Form. On September 1st 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to maintaining a balanced curriculum offer, insist on consistently good teaching and are passionate about developing our teachers' pedagogy and subject knowledge. Post-16 outcomes are good and retention is high. The number of 16-18+ leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transitions staff as well as the solid grounding our curriculum provides in preparation for life. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford; one in three of our leavers began a degree in a Russell Group university.

We are a "resourced school" for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to providing 'Every Child Every Chance of Success, Whatever it Takes'. Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop 'Respect For Learning', develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (June 2019) judged us as a good school. Ofsted noted:

"There's something really special here" HMI Ofsted

- Highly effective leadership... all highly ambitious for staff and pupils
- Resolutely committed and determined to embed a '**culture of excellence**' across the school.
- Pupils are "proud... of their school and ... appreciate the recent changes".
- Pupils' attitudes to learning are strong... they actively participate in and support their peers with their learning.
- Governors and trustees know the school well... they are realistic and reflective...they are extremely effective in their roles.
- Parents and carers are supportive.
- Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

However, we are not complacent. We believe that our pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred around raising achievement at all levels and ensuring all students are stretched; raising achievement for our disadvantaged students; and developing and consolidating partnerships. Under-pinning these objectives is an overarching commitment to personalising learning and encouraging student leadership and parent/carers engagement at all levels of our work.

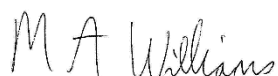
We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries.

Much of Brigshaw's success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years we have worked closely with our partner school, Temple Moor High School, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a 'learning culture', changes in the curriculum and timetable structure, our conversion to an academy as part of a multi-academy trust and, from September 2018, a new Headteacher and Deputy Headteacher. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and cooperatively, to provide a stimulating and successful learning environment.

We believe that Brigshaw High School is a unique place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, a carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.



Mrs Maria Williams

Head teacher

BRIGSHAW LEARNING PARTNERSHIP

MULTI-ACADEMY TRUST

Allerton Bywater Primary School, Great Preston CoE Primary, Kippax Ash Tree Primary School, Kippax Greenfield Primary School, Kippax North Primary School, Lady Elizabeth Hastings CoE Primary (Ledston), Swillington Primary School and Brigshaw High School, in partnership with Kippax and Villages East Children's Centres, have been working together for a number of years as we believe that a strong partnership will achieve more for all our children and young people, through co-operation, openness and trust.

Since September 2016 Allerton Bywater Primary School, Kippax Ash Tree Primary School, Kippax Greenfield Primary School, Kippax North Primary School, Swillington Primary School and Brigshaw High School have become the Brigshaw Learning Partnership Multi-Academy Trust. We have recently been joined by Methley Primary School. All the schools continue to work closely together and share the same values.

What are our values?

- Self-help – helping people to help themselves.
- Self-responsibility – being responsible for our own actions and playing a full part.
- Equality – everybody should be treated justly and fairly.
- Equity – all members have an equal right to be informed.
- Democracy – having an equal say in how things are run.
- Solidarity – taking collective responsibility and supporting other co-operatives.
- Honesty – openness, social responsibility, caring for others.

What are our aims?

- To ensure high expectations across all of our schools among pupils, parents, carers and staff.
- To enable pupils to have consistently high quality teaching and learning experiences by sharing strengths, resources and staff, and developing creative ways to help pupils achieve.
- To work with parents, carers and the wider community to improve health and well-being, working more effectively with health, social care, sport and leisure services.
- To work with our partners to provide more opportunities for family and community learning and wider cultural experiences.
- To strengthen our commitment to co-operative values.

APPLICATION PROCESS

Making an Application

Application Form

If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc.).

You will note that we require details of two referees, one of which must be your current or most recent employer (headteacher).

CVs are **not** accepted as part of the application process.

Please return your completed application form to: brannar01@brigshawtrust.com by the closing date below.

Supporting information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Please remember to sign the declaration on the final page of the application form.

The closing date for applications is: Friday 23rd April 2021 at 9.00am

Interview and Selection Process

Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Induction and Continuous Professional Development

The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment, the Head Teacher will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations. You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.

Pre-Employment Checks

References

If you are short listed, we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

DBS & Disqualification checks

Employment at this school is subject to an enhanced check with children's barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.

Prohibition checks (Teaching posts only)

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.

Validation of Qualifications

All short listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

School Policies

Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils. The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees, should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Teachers are bound by the school code of conduct and safeguarding procedures

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Full details of all these policies are available in school.

If you have any queries on any aspect of the application process or need additional information please contact our Operations Manager, Mrs Brannan on 01132878900 or email brannar01@brigshawtrust.com

March 2021

Letter from Chair of Governors

Thank you for showing an interest in the post of Assistant Headteacher at Brigshaw High School. I hope the information we are providing will be helpful if you decide to apply.

Many schools claim in their 'blurb' that 'this is an exciting time to join us'; in Brigshaw's case this is genuine! We are delighted with the positive changes brought about by the appointment of Maria Williams who is now in the third year of her Headship at Brigshaw. We are now looking for a new Assistant Headteacher to join her and our Senior Leadership Team in continuing this journey and leading our school to further success.

We are proud to have been judged at least 'good' or better in our last six full Ofsted Reports but we know that we must continue to improve. We are looking for an Assistant Headteacher who has a clear vision and can bring a fresh perspective and energy to Brigshaw, and will help us in improving outcomes for all of our students at a time of great challenge to our education system. You will benefit from a skilled and supportive governing body, a talented senior leadership team, committed teaching and support staff, lively and interesting students, and parents and carers who trust the school to work in partnership with them to achieve the best for their children.

To ensure our future success, it is vital that we maintain and develop networks, partnerships and collaborations. Brigshaw currently benefits from working with other schools and partnerships beyond our own communities, for example through the longstanding post-16 partnership with Temple Moor High School; with The Red Kite Teaching School Alliance; other co-operative trusts in the region; and through our involvement in the East Area Inclusion Partnership and Fair Access Panel arrangements. Our senior leaders are expected to play a full part in representing Brigshaw in our existing partnerships as well as forging new ones in order to provide the very best offer and outcomes for our young people.

Further information about Brigshaw High School and The Brigshaw Learning Partnership is also included in the pack, and at www.brigshaw.com and www.brigshawlearningpartnership.com.

We warmly welcome all applicants to visit the school. Please contact Mrs. Brannan, Operations Manager, on 0113 2878900 via email brannar01@brigshawtrust.com to arrange a suitable date and time.

I look forward to hearing from you if you decide to apply.

Yours sincerely



Sarah Brown, Chair of Governors, Brigshaw High School

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclosure and Barring Service check

Assistant Headteacher, Brigshaw High School

Salary: L13-17 **NOR:** 1400 inc. 200 Post 16

We are looking for an experienced and ambitious senior leader who can turn potential into performance and be a leader who will ensure every young person has the best possible chance to succeed.

The Governing Board of Brigshaw High School are seeking to appoint an inspirational Assistant Headteacher to join our vibrant school to take up post in September 2021.

We are looking for an exceptional professional to work alongside our Headteacher and Senior Leadership Team to provide dynamic and innovative leadership.

Brigshaw High School is a successful school serving the outer suburbs of East Leeds. We are proud of our students' achievements and the opportunities we offer. We are committed to giving 'Every Child Every Chance of Success, Whatever it Takes'. We've been judged as a consistently 'good' school over many years, and have experienced and talented senior leaders, teachers and support staff. We are looking for an Assistant Headteacher who can continue to build upon these strengths and help us become an even better school. **We are particularly interested in applicants who can lead our work on one (or more) of the following areas: curriculum, teaching and learning, pastoral care.**

In September 2016, Brigshaw High School became an Academy as a founder member of the Brigshaw Learning Partnership, a multi-academy trust of six schools (one secondary, five primary), serving the communities of Allerton Bywater, Great Preston, Kippax, Swillington, Methley and other communities in East Leeds. The BLP has recently become a sponsoring Trust for another local primary school. The partnership is based on shared values and aspirations, a strong sense of community identity and geographical proximity. We have strong working relationships with schools across Leeds and Yorkshire.

The successful candidate will:

- Have a proven record of leadership and management at a senior / middle level and can demonstrate a range of effective leadership styles to inspire and develop staff and students
- Have excellent interpersonal skills
- Have demonstrable success in raising standards and meeting challenging targets
- Be a versatile thinker who can look forwards and outwards to develop and champion innovative solutions
- Have a willingness to engage collaboratively across The Brigshaw Learning Partnership and beyond.

We warmly welcome all applicants to visit the school. Please contact Mrs. Brannan, Operations Manager, on 0113 2878900 via email brannar01@brigshawtrust.com to arrange a suitable date and time.

Closing Date: 9am on Friday 23rd April

Interview Date: TBC

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP. ISSUES ARISING FROM REFERENCES WILL BE TAKEN UP AT INTERVIEW; ALL APPOINTMENTS ARE SUBJECT TO SATISFACTORY REFERENCE.

JOB DESCRIPTION

Job Title: Assistant Headteacher:

Curriculum / Teaching and Learning / Pastoral Care

Salary: L13 – L17

Contract: This is a permanent, full-time post.

Purpose of the Job

To work alongside the Headteacher to provide effective, dynamic and inspirational leadership in order that every pupil at Brigshaw High School is able to fulfil their true potential.

To work alongside the Headteacher and Senior Leadership Team for all aspects of the internal organisation, professional leadership, management and control of the school and for exercising supervision over teaching and support. Working with the Head Teacher and Senior Leadership Team to provide vision, leadership and a clear direction for the School in conjunction with The Brigshaw Learning Partnership.

The Assistant Head Teacher is responsible for carrying out the duties of a teacher as set out in the current copy of The School Teachers' Pay and Conditions Document. This job description may be modified by the Head Teacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Professional Duties

The Job Description should be read alongside the range of professional duties of an Assistant Head Teacher as set out in the School Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code.

Our Assistant Headteacher will work closely with the Headteacher and Senior Leadership Team in all aspects of school. The majority of our job description is therefore based on the Headteacher's standards 2020 as follows:

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs [\[footnote 9\]](#) and special educational needs and disabilities [\[footnote 10\]](#) of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding [\[footnote 11\]](#), as part of the duty of care [\[footnote 1\]](#)
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

The Assistant Headteacher shall carry out their professional duties in accordance with and subject to the School Teachers' Pay and Conditions Document, which is published annually. Nothing in this job description can amend, or is intended to amend these overriding requirements. The Assistant Headteacher will have a timetabled teaching commitment as agreed with the Headteacher.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time. This job description may be modified by the Head Teacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.

The Brigshaw Learning Partnership and the School are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment

This post is subject to an enhanced Disclosure and Barring Service check

We warmly welcome all applicants to visit the school. Please contact Mrs. Brannan Operations Manager, on 0113 2878900 or via email brannar01@brigshawtrust.com to arrange a suitable date and time

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.

PERSON SPECIFICATION

Assistant Headteacher

ESSENTIAL				DESIRABLE		
	Criteria No.	Attribute	Stage Identified	Criteria No.	Attribute	Stage Identified
Qualifications & Education	E1	Qualified Teacher Status	AF, C	D1	Degree / Master's Degree in related discipline	AF, C
				D2	Recognised Management Qualification	AF, C
				D3	NPQH qualification	AF, C
Experience & Knowledge	E2	Significant and successful senior / middle leadership experience	AF, R	D4	Teaching experience in a Secondary School	AF, I, R
	E3	Thorough knowledge of the national curriculum	AF, I, R	D5	Understanding of academy and financial regulations	AF, I
	E4	Demonstrable experience of adaption to fast paced educational change	AF, I			
	E5	Experience of developing a highly exciting and innovative curriculum	AF, I, R			

	E6	Experience of managing, developing, inspiring and motivating staff	AF, I, R			
	E7	Demonstrable success in raising standards and meeting challenging targets	AF, I, R			
	E8	Experience of leading significant organisational development and change	AF, I, R			
	E9	Experience of presenting high quality, strategic information to directors / governors / SLT and supporting their role as strategic leaders	AF, I R			
	E10	Experience of implementing effective pupil tracking systems to ensure that pupils of all levels of ability achieve their full potential and beyond	AF, I, R			
	E11	Experience of strategic leadership on school finance issues, including budget management and funding allocation	AF, I, R			

Skills	E12	Excellent oral and written communication skills with an ability to negotiate at all levels	AF, I, P			
	E13	Be E-confident and able to understand and promote the benefits of ICT and future technology in an educational context	AF, P			
	E14	Ability to set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets	AF, I, P			
	E15	Ability to interpret and implement new legislation, policies and directives	AF, I			
	E16	Ability to analyse information from a wide variety of sources and solve complex problems	AF, I			
	E17	Ability to demonstrate sound leadership in managing transition between key stages for pupils across the school and with partner schools	AF, I, R			
	E18	Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines	AF, I P			

Personal Attributes	E19	High personal standards of integrity, probity and clear commitment to our collective co-operative values	I			
	E20	Enthusiasm, vision, drive, adaptability and resilience	I, P			
	E21	Be confident, positive and approachable	I, P			
	E22	Be able to secure the loyalty and confidence of pupil, staff, parents, governors and others	I, R			
	E23	Have consideration of the views of others	I, P , R			
	E24	Advocate a sound educational philosophy, with the ability to translate into practice	AF, I, P			
	E25	Ability to create a learning culture within the organisation which is recognised by staff, pupils and parents	AF, I, R			
	E26	Commitment to own and others personal development	I			

	E27	Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community including with partner secondary and Post 16 providers, Teaching School Alliances and external partners etc.	AF, I, R			
	E28	Evidence of being an inspirational leader and role model	I, R			
	E29	Emotional resilience in working with children and adults	I, R, D			
	E30	Suitable to work with children	D			

Key – Stage identified	
AF	Application Form
C	Certificates
D	Disclosure
P	Presentation
I	Interview
R	References

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references

REQUIREMENTS OF THE ASYLUM AND IMMIGRATION ACT 1996

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file. The documents that you may use are listed below:

- United Kingdom passport.
- European Economic Area passport.
- National Identity Card.
- United Kingdom residence permit.

OR

An official document with a National Insurance Number.

PLUS

One of the following:

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland.
- A letter from the Home Office.
- An Immigration Status document endorsed by the Home Office.

The original document will be returned to you as soon as it has been photocopied.

The European Economic Area Agreement consists of the following countries:

Austria	Hungary	Norway
Belgium	Iceland	Poland
Cyprus	Ireland	Portugal
Czech Republic	Italy	Slovenia
Denmark	Latvia	Slovakia
Estonia	Liechtenstein	Spain
Finland	Lithuania	Sweden
France	Luxembourg	The UK
Germany	Malta	
Greece	Netherlands	