

Briefing Pack for Applicants Assistant Headteacher - Data and Outcomes



Ecclesfield
SCHOOL

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Assistant Headteacher - Data and Student Outcomes
Location: Ecclesfield School
Salary: Leadership Pay Range, L13: £63,430 to L17: £69,970 gross per annum
Contract: Permanent, full-time
Start date: January 2025

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is developing this partnership and making rapid improvements for our students and community.

Due to the internal promotion of the current postholder, we are seeking to appoint an Assistant Headteacher for Data and Student Outcomes, from January 2025. The role would be the leadership of Data and Outcomes in the first instance however the Headteacher can direct any role within the Senior Leadership Team.

This appointment is a key opportunity to join a highly supportive, passionate, ambitious and committed team who lead ethically and morally and with the best interests of all students at the centre of all decision making. Applications are welcome from colleagues with the drive and commitment to consistently pursue the highest standards and those who will bring an innovative, inspiring and challenging approach to whole school leadership.

Candidates are encouraged to contact the school for an informal discussion about the role with Mr Richard Walkden, Headteacher. Arrangements for this can be made by contacting Mrs Joanna Revill, PA to the Headteacher, via e-mail jrevill1@ecclesfield-mlt.co.uk

The closing date is at 9am on Monday 07 October 2024 and interviews will take place week commencing 14 October 2024.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Mrs Jo Revill, PA to the Headteacher, via e-mail jrevill1@ecclesfield-mlt.co.uk The application form and information pack are available on the school website ecclesfield-school.com **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapelton Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Richard Walkden

Dear Candidate,

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School joined the Minerva Learning Trust in December 2017. The school received a 'Good' Ofsted inspection in the summer of 2022, and we continue to build on this work. Results in Summer of 2024 were a step forward from 2023 and we strive to improve in all areas, every day.


Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application.



Richard Walkden
Headteacher

Section 4: About Ecclesfield School

OUR ETHOS

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully rounded individuals, providing them with the challenge and support they require to succeed.

ABOUT US

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 29% of our students are classified as Pupil Premium.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of eight colleagues – the Headteacher, two Deputy Headteachers and five Assistant Headteachers, supported by the Business Support Manager and Central Team for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school, and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time, and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Below this sits a Junior Leadership Team as we continue to increase student participation in school direction. These developments are beginning to encourage students to take more responsibility, to share more

effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

The school is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body works through a series of committees, each supported by a member of the leadership group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a one-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), Science or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, Science and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 100 clubs, lunchtime and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: www.ecclesfield-school.com

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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|--------------------------------|---|
| Post title | Assistant Headteacher: Data and Student Outcomes |
| Grade/Salary | Leadership Pay Range, L13: £63,430 to L17: £69,970 |
| Responsible to | The Headteacher |
| Responsible for | Line management of employees at the school in accordance with allocated responsibilities. |
| Purpose of the job | To perform the duties of Assistant Headteacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust. |
| Relevant qualifications | <ul style="list-style-type: none"> • Graduate with Qualified Teacher Status. • Evidence of leadership preparation through Continuous Professional Development. |

Specific Duties and Responsibilities

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

Core Purpose

Under the direction of the Headteacher and/or Deputy Headteacher in charge of Quality of Education.

- To perform the duties of Assistant Headteacher and School Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.

- To support the Headteacher and Deputy Headteacher in providing vision, dynamic and professional leadership for the school to ensure high quality, inclusive and comprehensive education for all its students.
- To model and uphold the school and Trust's mission, vision, values and beliefs and ensure they are embedded in all areas of the school.
- To contribute to effective strategic planning, self-evaluation and whole school improvement of the school.
- Assist the Headteacher in the day-to-day running of the school and ensure the strategic planning, delivery and evaluation of events in accordance with the school calendar.
- To inspire, challenge, motivate and empower all members of the school community to contribute towards the school's mission, vision and values.
- To contribute to the effective management of the school's resources and cultivate a safe environment that secures and promotes the highest achievement of both students and staff.
- To promote the school in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools

Key Responsibilities

Data and Student Outcomes

- Strategically lead the whole school drive towards excellent student outcomes.
- Lead the collection of effective and accurate data, both academic and approach to learning. Ensure tracking systems are used effectively across all departments and oversee reporting systems to all stakeholders.
- Lead the continuous drive towards improving student outcomes through the creation of target student lists and the application of high quality, effective academic intervention.
- Act as an SLT lead for the Y11 cohort, providing a consistent and motivational support for the Y11 team and ensuring students are fully informed and supported at all times.
- Use of external and trust data to set aspirational targets for all students at KS4.
- To lead the school Raising Attainment Process (RAP) via a combination of weekly, termly and post data review meetings to ensure every student is given the correct support to ensure progress.
- Quality assurance of departmental tracking and intervention, including the provision of KS4 internal assessment standards to ensure all students are prepared for final exams.
- Oversee the school exams team and ensure all exams, including mock exams, are effectively and successfully completed by all students in line with JCQ regulations.

- Quality assurance of Vocational Provision, acting as BTEC quality nominee / Vocational Lead.
- Work alongside SLT colleagues to ensure response to student progress reports is impactful.
- To lead the KS3 and KS4 Progress Co-Ordinators in their work to track and improve student outcomes at all stages.
- Line manage the Regional Qualification and Assessment Manager to ensure the administration of exams and data is effective and compliant with all expected standards/
- To establish and lead in-house and whole school training and development in order to assist colleagues in understanding aspects of data, tracking and intervention.
- To be the key liaison with the MLT central and school improvement teams, specifically related to data and outcomes.

Strategic direction and development of the school

- As part of the Senior Leadership Team, provide inspiring, creative and purposeful leadership for the staff and pupils/students.
- To co-create and implement a School Development Plan which will secure continuous school improvement and support the principles of the Minerva Learning Trust.
- To monitor and evaluate the performance of selected areas of the school and respond and report to the Headteacher, Deputy Headteacher and the governing body as required.
- To lead on developing selected policies and practices and ensure that they take account of national, local and academy requirements and apply sound educational practice through evidence-based pedagogy.
- To regularly monitor, evaluate and review the impact of selected policies, priorities and targets and take action if necessary.
- To inspire all those involved in the school to commit to its aims, stay motivated to achieve them and involved in meeting long, medium and short-term objectives to secure the educational success of the academy.
- Commit to your own professional development and proactively identify opportunities.
- Support the promotion of an environment characterised by outstanding behaviour for learning where students take pride in their school, have respect for others – both within the school and out – and respond positively to the high standards expected of them.

- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure.

Efficient and effective deployment of staff and resources

- As part of the Senior Leadership Team, recruit, retain, deploy and develop staff of the highest quality.
- Monitor appropriate expenditure, allocation of funds/resources and effective administration for selected areas of responsibility in order to improve the quality of education, pupils' achievements and ensure efficiency and secure value for money.
- Lead the day-to-day management, control and operation of the inclusion team, including the effective deployment of staff and physical resources.

Accountability

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in selected areas in a form appropriate to the range of audiences, including the Headteacher, governors, parents, OFSTED and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.

Teaching and learning

- As part of the Senior Leadership Team, continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attendance.
- Determine, organise, implement and monitor selected areas of the curriculum and its assessment and ensure that statutory requirements are met.
- Meticulously plan and teach engaging, and challenging lessons, to exemplify high standards of teaching and learning

- Exemplify excellent practice in delivering inclusion, diversity and equality of access.

Wider Leadership Role

- To support the implementation of the Trust Performance Development Policy.
- To contribute the wellbeing of staff and ensure that workload is a key consideration when developing and embedding new strategies, routines or ways of working in the school.
- Create partnerships with other leaders across the Trust.
- Under the direction of the Headteacher and/or Deputy Headteacher, have management and professional responsibility for staff as allocated in accordance with the responsibilities of the post.
- Performance develop middle leaders, including carrying out appraisals, providing professional development opportunities and holding staff to account.
- Commit to your own professional development and proactively identify opportunities.
- Contribute towards reviewing and developing the School Development Plan and Self Evaluation.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure.
- Work with the senior leadership team to monitor the academic progress of students, identification of gaps in achievement and collectively implement appropriate interventions.
- Have an awareness and understanding of finance, resources, effective budgeting and accountability for public funding.
- Develop and sustain effective relationships with the Local Governing Body, and the Chair of Governors in particular.

Modelling Best Practice for Teachers

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct.
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others.

Other Specific Duties

- To actively promote school and Trust policies.
- To engage in personal professional development as agreed and engage actively in the performance review process.
- To undertake any other reasonable duties in-line with the nature of the post not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

General:

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Chief Executive Officer and Local Governing Body.
3. This job description will be kept under review and may be amended at any time via consultation with the individual, Chief Executive Officer and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Please refer to the National Standards for Excellence for Headteacher, which the Trust believes are applicable to all senior leaders in our schools.

The National Standards of Excellence for Headteachers

The National Standards of Excellence for Headteachers are set out in four 'Excellence as Standard' domains:

- Quality and knowledge
- Students and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of you as Assistant Headteacher.

DOMAIN ONE – QUALITIES AND KNOWLEDGE

Our Assistant Headteacher will:

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| 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students of the school. | 3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on your scholarship, expertise and skills, and that of those around you. | 5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy in the school's context. |
| 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the students and staff, and towards parents, Governors, and members of the local community. | 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development. | 6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel. |

DOMAIN TWO – STUDENTS AND STAFF

Our Assistant Headteacher will:

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| 1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes. | 3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. | 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence in the standard, leading to clear succession planning. |
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| <p>2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.</p> | <p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p> | <p>6. Hold all staff to account for their professional conduct and practice.</p> |
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DOMAIN THREE – SYSTEMS AND PROCESSES

Our Assistant Headteacher will:

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| <p>1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p> | <p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.</p> | <p>5. Exercise strategic, curriculum-led financial planning to ensure equitable deployment of budgets and resources in the best interests of students' achievements and the school's sustainability.</p> |
| <p>2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.</p> | <p>4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold you to account for students, staff and financial performance.</p> | <p>6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</p> |

DOMAIN FOUR – THE SELF-IMPROVING SCHOOL SYSTEM

Our Assistant Headteacher will:

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| <p>1. Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for students.</p> | <p>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.</p> | <p>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p> |
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| <p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.</p> | <p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p> | <p>6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.</p> |
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Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Assistant Headteacher – Data and Outcomes

| Minimum Essential Requirements | Method of Assessment |
|---|-----------------------------|
| QUALIFICATIONS AND TRAINING | |
| Qualified Teacher Status | AF |
| Degree | AF |
| Post graduate qualification or professional training relevant to school leadership | AF |
| KNOWLEDGE AND EXPERIENCE | |
| Experience of working effectively with data at a whole school level and using this to drive the improvement of student outcomes. | AF |
| Experience of senior leadership in secondary school(s) | AF |
| Experience of effective management of people and financial resources | AF/I |
| Leadership and management experience in a secondary school | AF/I |
| Experience of having secured on-going student progress through effective tracking and intervention. | AF/I |
| Strategies to raise standards of attainment and achievement within the school | AF/I |
| Experience of developing consistency in staff with regards to the use of data and tracking. | AF/I |
| Experience in analysing and reporting on student data to all stakeholders, including students, SLT and Governors | AF/I |
| Experience of contributing and leading to staff development | AF/I |
| Understanding of the OFSTED framework | AF/I |
| PROFESSIONAL DEVELOPMENT | |
| Evidence of leadership preparation through Continuous Professional Development | AF/I |
| Willingness to actively participate in professional learning. | AF |
| Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape | AF/I |
| SKILLS | |
| Ability to communicate a vision and inspire others | AF/I |
| Celebrate excellence and challenge poor performance | AF/I |
| Ability to build positive relationships with colleagues, students and parents | AF/I |
| Ability to prioritise, plan and organise themselves and others, using time effectively | AF/I |

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| Effective communication and interpersonal skills (including working with parents/carers) | AF/I |
| Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example. | AF/I |
| QUALITIES AND ATTRIBUTES | |
| A commitment to getting the best outcomes for all students and promoting the ethos and values of the school. | AF/I |
| Highly effective and creative communicator (oral and written). | AF/I |
| Ability to generate commitment and develop strong teams to manage change effectively | AF/I |
| Have a visible and positive presence around school | I |
| Ability to work under pressure and prioritise effectively. | AF/I |
| A positive outlook and demeanour and a strong sense of personal values. A commitment to the Nolan Principles of Public Life. | |
| EQUAL OPPORTUNITIES AND SAFEGUARDING | |
| An understanding of safeguarding issues and promoting the welfare of children and young people. | AF/I |
| A commitment to safeguarding students. | AF/I |
| Suitability to work with children. | AF/I |
| A commitment to equal opportunities. | AF/I |
| Ability to recognise discrimination and willingness to put Equality Policies into practice. | AF/I |

- AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to jrevill1@ecclesfield-mlt.co.uk by the closing date.

Section 8: Visitors to Ecclesfield School

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

By Train

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

By Train

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.