

**Application Pack and Job Description**

**Assistant Headteacher**

**Dawlish College**

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**Dawlish College**

**Assistant Headteacher**

Ivy Education Trust is seeking to appoint a visionary and enthusiastic Assistant Headteacher who will help drive the development and delivery of a motivating and engaging curriculum and continually develop the quality of teaching and learning at Dawlish College.

We are seeking to appoint a highly-effective school leader who will use evidence-informed approaches to drive improvement and implement change. The role represents an extremely exciting opportunity for an exceptional and committed individual to develop their career by taking on key senior leadership responsibilities.

The specific responsibilities of this role will be determined by the knowledge, skills, experience and, most importantly, **values** of the successful applicant. **We are looking, first and foremost, for the right person**. However, the role is likely to include leading on at least one or two (but definitely not all) of the following:

* **Curriculum Intent & Assessment**
* **Student Personal Development & Co-Curricular**
* **Teaching Staff Development & Appraisal**
* **Support Staff Development & College Systems**

Are you:

* an inspirational, dedicated and forward-thinking classroom practitioner and leader?
* committed to securing excellence in teaching and learning and maximising student outcomes?
* able to lead and manage the work of others with vision, energy and sensitivity?
* able to contribute to the strategic development of the College to ensure the College continually aspires to the highest standards?

You will:

* have a proven ability to drive sustained improvements in a middle or senior leadership capacity
* have the communication skills, interpersonal skills and emotional intelligence to motivate and inspire staff, students and key stakeholders
* be totally committed to our aims of increasing opportunities, maximising outcomes and improving the life chances of our students
* ensure an inspiring learning environment which is engaging and fulfilling for all our young people
* have incredibly high expectations of staff and students

We welcome applications from those with middle management or senior leadership experience. If you are excited by the opportunities and challenges that this role presents, think you can make a difference to our College and like the idea of joining our successful, supportive and highly-motivated team in the delivery of excellence through education, then we want to hear from you!

The Ivy Education Trust works closely with all schools within the Trust and beyond. The Ivy Education Trust celebrates the diversity of each of its schools and is founded upon the alignment of vision and values that we all commonly hold to secure the best outcomes for our pupils.

The name of our Trust is inspired by the story of Dr Ivy Williams. Born in Teignbridge (Newton Abbot) in 1877, she managed what we would wish for all the children and young people that we serve in our schools by fulfilling her childhood dreams and ambitions.

On 10 May 1922 Dr Ivy Williams became the first woman to be called to the Bar (formally recognised as a qualified Barrister of Law) of England and Wales.

The story of Dr Ivy Williams reminds us of the famous quote from Michelangelo:

*“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.”*

The Ivy Education Trust supports and challenges all members of our learning community to dream big, aim high, and achieve more than they ever thought was possible.

If you share these visions and aspirations, then we very much welcome your application for this post.

* **To arrange a visit to the College and/or to discuss the post with the Headteacher, please contact** [**people@ivyeducationtrust.co.uk**](mailto:people@ivyeducationtrust.co.uk) **making it clear you are enquiring about the post of Assistant Headteacher at Dawlish College.**
* **Completed application forms should be sent to** [**people@ivyeducationtrust.co.uk**](mailto:people@ivyeducationtrust.co.uk)
* **Closing date for applications is Friday 16 December 2022 at 09:00.**
* **Interviews will take place week commencing 2 January 2023.**



**Job Description**

**Post Title:** Assistant Headteacher

**School:**  Dawlish College

**Working Hours:** Full-time

**Salary Grade:**  L13 – L17

**Contract Type:** Permanent

**Responsible to:** Headteacher

**Start Date:** April 2023 (preferred) or September 2023

**Purpose**

* To inspire and engage staff and students in the vision for the College
* To ensure an inspiring learning environment which is engaging and fulfilling for all young people
* To contribute to the strategic development of the College to ensure the College continually aspires to the highest standards
* To secure excellent teaching and learning across the College that maximises outcomes for students
* To inform plans, procedures, policies and practices with the latest and best evidence-informed educational research
* To strategically lead the organisation through change in order to drive improvement
* To communicate effectively with and relate positively to all stakeholders
* To deputise for the Headteacher in his absence, as and when required

**Specific Responsibilities**

The specific responsibilities of this role will be determined by the knowledge, skills, experience and, most importantly, **values** of the successful applicant. **We are looking, first and foremost, for the right person**. However, the role is likely to include leading on at least one or two (but definitely not all) of the following:

* **Curriculum Intent & Assessment**
* **Student Personal Development & Co-Curricular**
* **Teaching Staff Development & Appraisal**
* **Support Staff Development & College Systems**

The following key areas are adapted from The National Standards for Headteachers, available at www.education.gov.uk. The specific range of duties will be agreed annually.

**Core Duties**

* To ensure exceptionally high standards are maintained across the College with regard to basic expectations, e.g. behaviour and uniform
* To ensure a consistent and continuous College-wide focus on young people’s achievement, using data and benchmarks to monitor progress
* To ensure a culture and ethos of challenge and support where all young people can achieve success and be engaged in their learning
* To monitor, evaluate and review classroom practice and promote improvement strategies
* To challenge underperformance at all levels and ensure effective corrective action and follow-up
* To play a key role in devising and implementing strategies that will raise attainment across the College
* To work with Raising Standards Leaders to ensure that students experience high-quality teaching and are challenged and supported to achieve beyond normal expectation
* To deliver excellent education, care and support that ensures the whole child is supported, achieves, develops and succeeds
* To identify key drivers for success
* To provide challenge and support to ensure Raising Standards Leaders drive transformation across their subjects
* To identify and develop opportunities for community engagement
* To take responsibility for the line management of identified staff, setting high standards and expectations and challenging underperformance
* To demonstrate and articulate high expectations and set stretching targets for the whole College community

All teaching staff are expected to meet the relevant National Standards for Teachers in addition to the job description detailed above.

All senior leaders will have generic responsibilities, including active participation in the daily management of the College, e.g. maintaining a presence around the College throughout the day.

All senior leaders will also:

* contribute to the strategic leadership and management of the College in order to develop an ethos and culture of high expectations
* model the ethos and vision for the College
* coach and develop the staff and students for whom they are accountable
* continue personal professional development as required
* actively engage in the performance review process
* lead College assemblies
* attend College events (such as concerts and plays) and represent the College at wider community events

Many specific responsibilities will require collaborative working with other senior and middle leaders. While every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in this job description.

**Leading College Ethos and Culture**

* To ensure that the College’s vision is clearly articulated, shared, understood and acted upon effectively by all
* To work within the College community to translate the vision into agreed objectives and operational plans which will promote and sustain College improvement
* To ensure creativity, innovation and other transformational activities to raise standards in all areas
* To promote the College’s ethos and culture to the broader community to raise local expectations
* To conduct oneself in a manner befitting of a senior leader at all times, ensuring behaviours that display positivity in others
* To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the college

**Developing self and working with others**

* To treat students, staff and parents fairly, equitably and with dignity and respect to create and maintain a positive College culture
* To celebrate the achievements of individuals and teams
* To manage own workload and that of others to allow an appropriate work/home balance
* To regularly review own practice, set personal targets and take responsibilities for own personal development

**Managing the Organisation**

* To produce and implement clear, evidence-informed improvement plans and policies for the development of the College
* To contribute to an organisational structure which reflects the College’s values and enables the management systems, structures and processes to work effectively in line with legal requirements
* To implement successful appraisal processes

**Securing Accountability**

* To develop a College ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
* To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
* To provide the Local Governing Body and/or IET Trustees with any information, objective advice and support to enable it to meet its responsibilities
* To develop and present an accurate account of the College’s performance to a range of audiences
* To ensure that there is a safe working and learning environment in which risks are properly assessed
* To set challenging targets and ensure good progress and outcomes for all students in relation to the designated subject areas
* To maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the College
* To monitor and evaluate the performance of all staff and students in the designated subject area

**Strengthening Community**

* To build a College culture that takes account of the richness and diversity of the College’s communities
* To ensure learning experiences for the young people are linked into and integrated with the wider community
* To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of young people and their families
* To create and maintain an effective partnership with parents and carers to support and improve young people’s achievement and personal development
* To extend such partnership to local, national and international agencies

**Line Management**

* To line manage and hold accountable team leaders (and assistant team leaders) of some designated subject areas

**Other Duties**

* All staff must commit to Equal Opportunities and Anti-Discriminatory Practice
* The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
* To support the achievement of the College’s objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required
* To conduct oneself in a manner befitting a member of staff at all times, ensuring behaviours that display positivity to others
* To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the College
* To follow the College’s ICT policy for safe use of ICT
* To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the College’s safeguarding policies. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS
* To place the safeguarding of all children in the College as the highest priority
* To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person
* To work in compliance with the codes of conduct, regulations and policies of the College and its commitment to equal opportunities
* To comply with the College’s Health & Safety policy and statutory requirements
* To undertake any other additional duties not detailed above as required and as specified in the College Teachers’ Pay and Conditions document, as long as they are commensurate with the level of the job

**This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.**

**This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.**

**Assistant Headteacher**

**Person Specification**

The Core Professional Standards for teachers define our expectations in detail.

We are particularly looking for the following qualities and experiences:

| **Criteria** |  | Essential | Desirable |
| --- | --- | --- | --- |
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| **Qualifications** | | | | |
| Honours degree or equivalent |  | **√** |  |
| Qualified Teacher Status (QTS) |  | **√** |  |
| Evidence of recent and relevant training at or toward senior leadership level |  |  | **√** |
| **Professional Experience and Knowledge** | | | | |
| Substantial experience of teaching |  | **√** |  |
| Successful strategic experience of leading and managing in a secondary school or other educational organisation |  | **√** |  |
| In-depth knowledge and understanding of the wider educational agenda, including current national policies and educational issues |  | **√** |  |
| Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change |  | **√** |  |
| Experience of successfully raising standards |  | **√** |  |
| **Personal Aptitudes, Qualities and Skills** | | | | |
| To have high expectations and the ability to promote and deliver the College’s vision, ethos, priorities and targets |  | **√** |  |
| To be articulate and approachable with excellent interpersonal skills both orally and in writing |  | **√** |  |
| To have experience of working with and presenting to Governors/Trustees |  |  | **√** |
| To have proven, sound decision-making skills combined with the ability to lead, influence and manage change from inception to completion |  | **√** |  |
| To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict |  | **√** |  |
| To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour |  | **√** |  |
| To be able to relate with empathy to parents/carers, staff, students, governors/trustees and the wider community: dealing with issues that arise with fairness and in the best interest of the College and its students |  | **√** |  |
| **Leading Teaching and Learning** | | | | |
| An excellent classroom teacher practitioner with the ability to monitor and evaluate performance of others continuously in order to improve the quality of teaching and learning |  | **√** |  |
| Experience of successful positive behaviour management and development of a student-focused, inclusive and effective learning environment so that behaviour and attendance remain outstanding |  | **√** |  |
| Experience of successful curriculum development along with an understanding of the issues associated with choice and flexibility tailored to meeting individual needs |  |  | **√** |
| Evidence of using data, benchmarks and feedback to monitor and judge progress |  | **√** |  |
| Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive |  | **√** |  |
| **Leading and Managing the Organisation** | | | | |
| Experience of and commitment to working with Governing Bodies and/or Trust Boards |  |  | **√** |
| Proven record of providing vision, a sense of purpose and high aspirations |  | **√** |  |
| To be a high-profile role model with a professional approach that demands accessibility, excellence, confidence, trust and respect of the entire College and wider community |  | **√** |  |
| Evidence of highly-developed skills in performance management, recognising high performance and tackling underperformance through to resolution |  |  | **√** |
| Understanding of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money |  | **√** |  |
| Evidence of successful coaching and mentoring of staff |  | **√** |  |
| Evidence of the skills to harness the potential of ICT for the benefit of the College around the delivery of the curriculum and College support systems |  | **√** |  |
| A demonstrable understanding of the processes of safeguarding and safer recruitment and safeguarding procedures |  | **√** |  |
| Committed to sustain a safe, secure and healthy College environment |  | **√** |  |
| **Accountability** | | | | |
| Proven experience of successful evaluation and accountability and school improvement processes |  | **√** |  |
| Experience of successfully securing and raising standards in an inclusive school and working with external agencies locally, nationally and/or internationally |  |  | **√** |
| **Specific Requirements** | | | | |
| To demonstrate the suitability to work with children |  | **√** |  |
| A commitment to and evidence of promoting diversity and equal opportunities within a school, curriculum and in employment practice |  | **√** |  |
| To demonstrate the importance of a work/home balance |  | **√** |  |

Ivy Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are expected to undergo Disclosure and Barring and employment checks.