



Application Pack

Assistant Headteacher - Director of a Key Stage

Required for 1st January 2022





September 2021

Dear Applicant

Thank you for your interest in the **Assistant Headteacher – Director of a Key Stage** position at Harper Green High School.

Harper Green is a vibrant secondary school situated in the South of Bolton and serves a wide ranging community, and is a part of Leverhulme Academy Trust.

At Harper Green School we ensure that all students achieve the highest possible standards in all they do. We promote independence, together with a sense of community and individual responsibility whilst striving for academic excellence. We encourage and motivate our students to achieve their full potential within a calm and purposeful environment based on mutual respect. We are a community which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for our students, so that they can improve their future life chances. We have a body of committed staff who challenge and stretch our students to be the best they can be through high quality teaching and learning, a well sequenced curriculum and enrichment opportunities.

This is an exciting opportunity to be part of the Senior Leadership Team who are committed to making Harper Green School a place which delivers high quality teaching and learning together with positive and proactive pastoral support and guidance.

If you are excited by what you read and share our passion, determination and values, I would welcome your application and I look forward to meeting you.

Yours faithfully

Sally Heppenstall
Head of School



Welcome to Harper Green High School

Part of Leverhulme Academy Trust

As a school, we are proud of the achievements and successes of our students. It is through the dedication of our highly professional and motivated staff that ensures each child flourishes in a safe and happy environment.

As a school, our beliefs are simple: each individual leaves Harper Green with the qualifications and skills needed to achieve their ambitions. We challenge students to explore the furthest reaches of their intellectual, physical and emotional capabilities so that they realise their own infinite potential.

All our staff share a relentless commitment to ensuring that every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned by a strong pastoral team that creates an inclusive environment where every child feels safe, happy and valued.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. The learning, social and cultural experiences our young students have at Harper Green are pivotal in shaping the people they become and provides them with the aptitude, achievements and opportunities to access life beyond school.

Our Ethos and Values

At Harper Green, we recognise that all students are unique with individual talents and needs. As a community, we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens.

As a school, we challenge students to explore the furthest reaches of their intellectual, creative, physical, and emotional capabilities to realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment that fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements, and opportunities to access life beyond school.

“I’ve grown by working with excellent practitioners.”

Head of Department

“Inspiring learners: Transforming dreams and ambitions”

Harper Green High School is part of Leverhulme Academy Trust with Rivington and Blackrod High School and Sixth Form. As a Trust, we work together to ensure that all students receive an excellent education irrespective of their starting point. We relish the opportunity to be a part of the much-needed regeneration of areas we work in and wish to play a full role in the wider community.

Vision

The vision of Leverhulme Academy Trust is to provide the highest quality of education that creates a community of happy, successful and well-rounded individuals who can flourish and make a difference in our world.

Mission

Discovering dreams, achieving ambitions, and transforming lives.

Staff Values

Our values underpin our mission and provide the basis on which we will achieve our vision.

- **Students First:** We put our students at the heart of all our decisions
- **High Expectations:** We have high expectations of both ourselves and others
- **Integrity:** We do the right thing

Student Values

Our student values underpin the behaviours and attitudes we expect from our students whenever they are wearing our school uniform

- **Take part**
- **Work hard**
- **Do the right thing**

This is based on our “we are HARPER” values of being: honest, accepting, respectful, proud, engaged and resilient

Mr Paul Roach

CEO

Leverhulme Academy Trust

“An outstanding community school which has massively positive impact on the local community.”

Assistant Headteacher



Our staff benefits

Working for Leverhulme Academy Trust is rewarding in lots of ways. In addition to a competitive salary, we offer a wide range of benefits to support your career development, health and wellbeing, finances and family.

Pension

We offer an excellent pension scheme with the Local Government Pension Scheme and Teachers Pension Scheme.

Continuous Service

Continuous service will be honoured for candidates moving from local authorities.

Enhanced Family Leave

We offer an enhanced family leave scheme to support our employees.

Enhanced Contractual Sick Pay

We offer enhanced contractual sick pay in line with the Burgundy Book and Green Book.

Salary Sacrifice Scheme

Employees can benefit from salary sacrifice schemes, including Cycle to Work scheme and a healthcare cash plan.

Support Services

We provide access to an occupational health provider for advice and support.

Excellent Career Development

We are committed to providing excellent CPD with access to further training and the opportunity to stretch your abilities and advance your career.

Free Parking on Site

Employees can enjoy the benefits of free car parking across our sites.

Free Access to Office 365

We have a dedicated IT Support Team to assist with any IT related queries.

Free Flu Vaccinations

We offer free flu vaccinations on an annual basis to all staff.

Trade Unions and Professional Associations

We recognise all of the leading trade unions and professional associations in the education sector and share the common objective of maintaining good employee relations.

"The support staff give to students is incredible."

Head of Department



Job Description

Job title: Assistant Headteacher – Director of a Key Stage

Grade: Leadership Scale L12 to L16

Reports to: Deputy Headteacher

Principal Responsibilities:

To be responsible for:

- The personal development of students within the designated key stage
- The attendance and punctuality of students within the designated key stage
- The operational running of the designated key stage
- Deputising for the Associate Deputy Headteacher in their absence
- Strategic Development of Whole School areas identified in line with key stage identified
- Any additional duties that the Headteacher might reasonably request for the effective leadership and management of the school

Strategic direction:

- To lead on the planning, implementation and review of pastoral care for students in the designated Key Stage.
- To work with the ADH on the relevant section(s) of the Ofsted framework
- To work with the AHT community and inclusion to ensure the students in your Key Stage are effectively safeguarded.

Learning and Teaching:

- To lead on ensuring the effective safety and welfare of students in the designated Key Stage.
- To plan and coordinate year events, trips and activities that enriches the curriculum and positively rewards students for their achievements
- The planning and implementing of effective form time provision.
- To lead and co-ordinate student support, planning alternative provision and liaising with the appropriate staff, and outside agencies.
- To monitor levels of attendance and punctuality and the planning of appropriate strategies to ensure high levels of attendance and punctuality.
- To ensure the students have the skills and understanding of what makes effective behaviour for learning and engagement with learning.
- To ensure there is effective rewards and celebration of students' achievements.
- To help in the planning of relevant alternative curriculum days and events.
- To lead on planning and co-ordinating progress and information evenings for the designated year group
- To effectively communicate with parents to ensure parental engagement.
- To liaise with outside agencies to ensure the best outcomes for all students.
- To line manage the Head of Key Stage.
- To line manage Heads of Department.
- Monitoring and evaluation of the school improvement plan.
- To contribute to the review and writing of the school self-evaluation.
- To be strategic lead on specific whole school areas identified once the key stage has been identified.

Leading and managing people:

- Lead, manage and continuously develop team members
- Lead, manage and monitor the effectiveness and quality of performance management arrangements in your area of responsibility and
- Be accountable for the performance of your area of responsibility and anyone who you line manage

General duties:

As a member of the leadership group to have a shared responsibility:

- To uphold and actively promote the Trust's mission, vision and values and develop a positive ethos and culture so that all students can achieve and be successful.
- To uphold and actively promote the Trust's policies and ensure they are effectively implemented.
- Contributing to the smooth day-to-day running of the school;
- Supporting staff regarding issues of student discipline;
- Participating in and supporting staff in duties;
- Taking assemblies;
- Participating in performance management reviews;
- Leading and managing whole school self-evaluation;
- Representing the school and actively make links with external agencies;
- Attending, contributing to and when required leading meetings at all levels including departmental, whole school and Governor;
- Contribute to the maintenance and extension of active and constructive links with parents and members of the wider community;
- Promoting and supporting extra-curriculum provision and the broader life of the school and the community;
- Assisting with and when appropriate leading the organisation and administration of the day-to-day, termly and annual routines of the school and special occasions
- Contributing to the review /writing of school policies.

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 Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions



Person Specification

Job title: Assistant Headteacher – Director of a Key Stage

Salary Scale: L12 – L16

The successful candidate must be able to demonstrate that he/she has the qualifications, experience, knowledge, abilities and personal qualities outlined below:

Qualifications/Training/Experience	Essential	Desirable
A relevant degree and teaching qualification	✓	
Experience of managing change	✓	
Experience of teaching at KS 3 and 4	✓	
Experience of Managing a number of people	✓	
To have undertaken additional INSET training in relation to managing behaviour, safety and welfare	✓	
A willingness to identify with the ethos and values of the school and be fully involved in its activities	✓	
Be an outstanding teacher as recognised by internal QA processes	✓	
To have proven track record for improving standards of behaviour and attendance	✓	
To have experience of mentoring other staff	✓	
Working with other agencies to support the wellbeing of young people and remove barriers to learning	✓	
Proven track recording of engaging hard to reach parents with education and their child's achievements	✓	
To have worked with other departments/staff on developing ethos and culture		✓
To have worked with other departments/staff on developing behaviour and attitudes		✓
Safeguarding training		✓
Implementing a whole school initiative linked to behaviour, safety and welfare		✓

Knowledge and Abilities	Essential	Desirable
Understanding of the process for school improvement	✓	
An understanding and application of how to improve students engagement with learning	✓	
An understanding on how data tracking processes impact on the behaviour, attitudes and attainment of students of students	✓	
To be fully aware of how the DfE and Ofsted use data to assess the performance of schools in relation to behaviour, attendance and safeguarding	✓	
Evidence of seeing new initiatives through to completion and evaluation of their impact	✓	

To effectively use data to track and intervene as appropriately with young people to improve outcomes	✓	
To be an excellent classroom practitioner	✓	
To have an understanding of the theories of behaviour management, ethos and culture and how these can translate into practice	✓	
An understanding of current educational initiatives and their impact on the school setting	✓	
To have an understanding of self evaluation and its role within school improvement	✓	
To have the experience of using a range of tools and evidence, including data, to evaluate the effectiveness of pastoral care and action plan from this	✓	
The ability to promote the spiritual, moral and cultural development of students	✓	
Excellent communication skills	✓	
Knowledge of multi-agency working to support young people	✓	
An understanding of how to work with young people and families to remove barriers to learning.	✓	

Personal Qualities	Essential	Desirable
A total commitment to students' academic, personal, social and emotional wellbeing	✓	
Open to new ideas and initiatives	✓	
Ability to work as part of a team	✓	
Ability to relate well with colleagues and students and to work with and support colleagues	✓	
To be able to have corporate responsibility for all decisions made at senior/middle management level	✓	
To have integrity, passion, energy, presence, resilience and patience	✓	
Appropriate professional dress and appearance	✓	
Sense of humour		✓

Personal Attributes	Essential	Desirable
Responsibility for own professional development and be willing to partake in further development.	✓	
A team player with energy, commitment, enthusiasm and resilience.	✓	
A commitment to equality and diversity policies.	✓	
A commitment to Health and Safety.	✓	
A commitment to child protection and safeguarding.	✓	
An understanding of child protection and safeguarding.	✓	

Special requirements	Essential	Desirable
Satisfactory enhanced DBS certificate.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	
Full UK driving license and access to a car during working hours.		✓

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.