

# EDGAR WOOD academy



## APPLICATION PACK

Assistant Headteacher (Climate & Culture)  
**Deadline: Friday 16<sup>th</sup> February 2024**  
**at 12.00 noon**

Dear Colleague

Thank you for your interest in Edgar Wood Academy, a new school serving the local community in Middleton and Heywood. Opening in temporary accommodation in September 2021, the school moved to its permanent location in September 2022, a state-of-the-art building, with stunning views of the local countryside. Helping our students realise their potential lies at the heart of everything we do. By promoting our values of Resilience, Empathy and Responsibility and a culture of mutual respect and compassionate rigour, we aim to inspire and engage all pupils, regardless of prior attainment or social background.

By joining our school, you will be part of an exciting journey, building the school from its early foundations and helping to create and embed its ethos, values and culture. We believe in creating a purposeful and calm environment which allows our teachers to teach and our students to learn. As a result, we will improve student achievement through high-quality teaching in a safe and caring environment. We value each individual child in our school and recognise that each has different talents and gifts, which will be nurtured over the course of their time with us. We also support every student to develop personally and academically, so that they have the knowledge and skills to progress to an aspirational career, a fulfilling life and make a positive contribution to their local community.

Hopefully it is already clear from reading this letter that our aims are simple: to help students realise their potential through a culture of mutual respect, positive behaviour, and high standards. Our aim is to have students do the right thing because they should, rather than because they must. We aim to inspire and engage all students, regardless of prior attainment or social background.

To work at Edgar Wood Academy, you must aspire to be an outstanding colleague. You must be willing to share and learn. We wish to appoint someone who will help us to make a positive difference to the lives of young people in the borough. In return, we promise a supportive and enjoyable working environment and the resources needed to carry out the role to the highest standards, including a bespoke professional development programme to support you with your future career aspirations.

It is important to note that Edgar Wood Academy benefits from being a part of the Altus Educational Partnership. The Trust currently comprises of four academies - Rochdale Sixth Form College, Edgar Wood Academy, Kingsway Park High School and Bamford Academy.

The Trust's mission and vision are to:

- Advance education in the borough of Rochdale so that young people go on to live happy and fulfilling lives and make positive differences to their communities and society.
- Create an inclusive and cohesive system of education in the area that improves the lives of everyone in the borough.

I look forward to your application and if you have any questions, or wish to visit the school prior to interview, please do not hesitate to contact my PA, Debbie Barlow on 0161 676 9620.

Yours sincerely



**Paul Jones**  
**Headteacher**

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Assistant Headteacher (Climate & Culture)

## **Making your Application**

I hope that when you read this Application Pack you are inspired to apply for the post. If you are, then this is what you need to do:

### **Application**

1. Complete the Altus Education Partnership application form.
2. Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification.
3. Send your application by email to [recruitment@altusep.com](mailto:recruitment@altusep.com).

### **Deadline**

The deadline for the post is **Friday 16<sup>th</sup> February 2024** to arrive no later than 12.00 midday.

Interviews expected to take place **28<sup>th</sup> February 2024**.

### **Shortlisting**

We will unfortunately be unable to notify candidates who are not on the shortlist; therefore, if you have not heard from us your application has been unsuccessful on this occasion.

### **Salary**

L12 – L16 : £61,882 - £68,400

### **Start Date**

April 2024

For an Application Pack

1. Visit [www.altusep.com](http://www.altusep.com), or
2. Contact: [recruitment@altusep.com](mailto:recruitment@altusep.com)

*Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.*

*In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.*

## **Background Information**

### **Altus Education Partnership**

Edgar Wood Academy is currently one of three institutions in the Altus Education Partnership (a Multi-Academy Trust) alongside Kingsway Park High School and Rochdale Sixth Form College ("*TES 6th Form College of the Year 2021*" and "*Ofsted Officially Outstanding 2022*"). Edgar Wood Academy and the Trust have a very strong educational reputation in the local community and are in a financially robust position. The Trust works as a partnership of equals, where all Academies are distinctive institutions working together for the benefit of all students, within which, Headteachers and local Governing Bodies have delegated authority and associated autonomy. The Trust expects to expand further in the next few years, working with Academies in the Primary and Secondary phases to improve the quality of education across the borough.

Altus Education Partnership are committed to supporting all children in their Academies to progress to a successful career, life and employment path of their choice.

All our Academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our Academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and Teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all Academies in the Trust.

### **Altus Education Partnership Values**

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

### **The Ambition is that by the time students leave they will:**

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.

- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

### **Shared Objective for all Staff**

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.

Above all, staff at Altus Education Partnership like their students and demonstrate this through their daily conduct and interaction.

## Role Description:

<b>Job Title:</b>	<b>Assistant Headteacher (Climate &amp; Culture)</b>
<b>Reports to:</b>	Deputy Headteacher
<b>Staff Responsibility:</b>	KS3 Heads of Year
<b>Remuneration:</b>	L12 – L16 : £61,882 - £68,400
<b>Contract:</b>	Permanent, Full-Time
<b>Start Date:</b>	April 2024

### Job Summary

To contribute to the development and strategic leadership of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a nurturing, safe and secure environment enriched with the values of positive discipline and compassionate rigour which extends beyond the school into the wider community.

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS disclosure.

### Main Responsibilities

The Assistant Headteacher, under the direction of the Deputy Headteacher, will:

- Support and assist the Headteacher by providing professional and dynamic leadership and management by sharing and modelling the values and ethos of Edgar Wood Academy and the Trust.
- Work with the Headteacher, the Trust, and other leaders to ensure the very best education for the students, through achieving the organisation's aims and objectives.
- Be a visible, present and compassionate leader for staff, students, parents/carers and the local community, establishing positive relationships with all.
- Maintain a happy, safe and welcoming environment in classrooms and public areas of the school, challenging expectations and behaviours which risk impacting the culture of the school.
- Ensure all parents/carers are supported and encouraged to be fully engaged in their children's learning, forming a strong partnership with the school.

## **Specific Responsibilities**

- Promote Positive Discipline to ensure that our students do the right thing because they should, rather than because they must.
- Direct Line management of the Key Stage 3 Heads of Year.
- To support the Deputy Headteacher with having an oversight of and leading on a strategic plan to ensure the wellbeing of students is fully supported across the school.
- To lead on a strategic approach to an alternative provision for students who may struggle to access our provision and curriculum.
- To oversee the pastoral care and behaviour management of the student body.
- To manage transition from Year 6 to Year 7 successfully, including all student transition events.
- To ensure successful parental engagement across every Year Group.
- To regularly analyse behaviour data and identify key staff and departments to support, coach and ultimately improve behaviour management within every curriculum area.
- Deliver a highly effective training programme for pastoral leaders across the year underpinned by research.
- Develop a strategic approach to line management agenda setting for all pastoral leaders.
- Ensure workload for pastoral leaders is considered at all times and that pastoral leaders are kept well informed about upcoming deadlines.
- Provide high quality coaching and training of leaders new to post.
- Develop and implement an engaging and effective tutor programme.

The Assistant Headteacher will also have a reduced teaching commitment, complying with the Teachers' Standards and modelling best practice for others.

## **Teaching, Learning and Assessment**

- Create and maintain a climate for learning and code of conduct in keeping with the values, aims and ethos of the school which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through our Positive Discipline strategy.
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement.
- Monitoring and evaluate the quality of teaching, student progress and the standards of students' learning outcomes, including narrowing and ultimately elimination of achievement gaps which may be present in student-level data including for boys and girls.
- Ensure high standards of SMSC education for all students .
- Promote positive practices for to promote and celebrate British values throughout the curriculum and community.
- Oversee a culture of equality ensuring this permeates through all areas of the school.
- Ensure the effective use of comparative data, including at whole-school, Key Stage, subject, sub-group and student levels, in order to establish appropriate benchmarks and agree challenging targets for improvement.

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary to achieve and sustain outstanding performance levels for attendance and behaviour.
- Monitor and evaluate the quality of teaching and student progress to ensure high student outcomes for SEND students.

### **Student Achievement**

- Make explicit to students, parents, teachers and the wider community, the school's high expectations for all children.
- Ensure that resourcing and staffing are dedicated to achieving the maximum progress and highest standards for all students.
- Ensure that effective mentoring and tutorial systems are in place to support student achievement, personal development and well-being.
- Liaise with Heads of Department to ensure that pastoral issues do not provide a barrier to high student outcomes.

### **Relations with Stakeholders and the Wider Community**

- Maintain working relationships with fellow professionals and relevant external agencies to improve educational outcomes for all students.
- Create and maintain a successful partnership with parents and the wider community to support and improve students' achievement and personal development and to foster the good name of the school.
- Maintain liaison with other secondary schools, primary schools, FE and HE.
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including Governors, the Trust board, the DfE, the local community and OFSTED.
- Ensure that parents and students are well-informed about the expectations related to behaviour and attendance, and about their shared responsibilities as members of the school's learning community.

### **Managing Own Performance and Development**

- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain their own motivation and high-performance level.

### **Managing and Developing Staff**

- Line manage the KS3 Heads of Year and other Heads of Department as required from time to time.
- Implement and sustain effective performance management systems, delegating performance reviews where appropriate.
- Support and co-ordinate high quality professional development, in relation to SEND provision, behaviour and attendance, to enable staff to fulfil their roles to the best of their abilities.



- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and students.
- Lead professional development of pastoral staff.

### **Managing Resources**

- Work with governors and the headteacher to recruit staff of the highest quality to all posts within the school.
- Deploy and manage pastoral staff effectively in order to improve and sustain the high quality of education provided.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control over the pastoral budget.

### **Strategic Leadership**

- Provide direction to secure the highest level of achievement for each student; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including higher education and employment.
- Present a coherent and accurate account of capacity to improve the school's performance in a form appropriate to a range of audiences, including trustees, governors, the DfE, ESFA, the office of the RSC, the local community and OFSTED.
- Lead by example, provide inspiration and motivation, and embody for the students, staff, governors, trustees and parents the reality of the school's vision and aims.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement.
- Ensure that the management, organisation and administration of the school support its vision and aims.
- Manage relationships within the local family of schools in relation to the managed moves and exclusions protocols.

This job description is a representative document. No job description can account fully for all tasks needing to be performed by the Headteacher, and as such the contents of this document should not be seen as exhaustive. The Headteacher will be required to carry out any and all duties reasonably required by the Trust Board in the conscientious execution of their duties as Headteacher at Edgar Wood Academy.

## Person Specification:

Category	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> <li>Honours degree from a recognised University</li> <li>Qualified teacher status</li> <li>Professional development in preparation for a leadership role</li> </ul>	<ul style="list-style-type: none"> <li>Free school or new school set up experience</li> </ul>
2. Experience	<ul style="list-style-type: none"> <li>Experience of Middle/Senior Leadership in a secondary school</li> <li>Successful experience of managing organisational change in a school leadership role</li> <li>Experience of providing high standards of pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and/or school leadership experience across the maintained sector</li> </ul>
3. Professional Development	<ul style="list-style-type: none"> <li>Evidence of continuing professional development relating to school leadership and management, and pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with other agencies</li> <li>Experience of leading/co-ordinating professional development opportunities</li> <li>Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>
4. Strategic Leadership	<ul style="list-style-type: none"> <li>Ability to articulate and develop the school's vision</li> <li>Ability to inspire and motivate staff, students, parents and governors to achieve aims of the school</li> <li>Evidence of successful strategies for implementing whole school plans</li> <li>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets</li> <li>Knowledge of what constitutes quality educational provision, the characteristics of effective schools</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of having successfully translated a vision into reality at whole-school level</li> </ul>

	<p>and strategies for raising standards and the achievement of all students</p> <ul style="list-style-type: none"> <li>• Understanding of and commitment to promoting safeguarding of students</li> </ul>	
5. Teaching and Learning	<ul style="list-style-type: none"> <li>• Knowledge and experience of successful teaching and learning strategies in order to meet the needs of all students in Edgar Wood Academy</li> <li>• A secure understanding of assessment strategies</li> <li>• Experience of effective monitoring / evaluation of, and intervention in, teaching and learning</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as a provider of professional development to other teachers</li> </ul>
6. Leading and Managing Staff	<ul style="list-style-type: none"> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising</li> <li>• Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Successful involvement in staff recruitment, appointment /induction</li> <li>• Experience of working with governors/trustees to enable them to fulfil their responsibilities</li> </ul>
7. Accountability	<ul style="list-style-type: none"> <li>• Ability to communicate on school performance effectively, orally and in writing to a range of audiences</li> <li>• Experience of whole-school self-evaluation and improvement strategies</li> <li>• Ability to provide clear information and advice to staff and governors/trustees</li> <li>• Awareness of performance measures applicable to the school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of offering challenge and support to improve performance</li> </ul>

<p>8. Skills, Qualities &amp; Abilities: professional and personal attributes</p>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Ability to diagnose and intervene wisely when solving problems</li> <li>• Strong commitment to the vision and ethos of Edgar Wood Academy</li> <li>• Commitment to their own professional development</li> <li>• Ability to build and maintain good relationships with a range of stakeholders</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others</li> <li>• Ability to delegate appropriately</li> <li>• Empathy with children</li> <li>• Excellent communication and negotiation skills</li> <li>• Excellent presentational skills</li> <li>• Excellent problem-solving skills</li> <li>• Stamina and resilience</li> <li>• Self-confidence</li> </ul>	
<p>9. Personal Characteristics</p>	<ul style="list-style-type: none"> <li>• An unwavering commitment to the Altus Education Partnership's vision, mission and values.</li> <li>• Willing to be accountable and to take personal responsibility for own actions</li> <li>• Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation</li> </ul>	
<p>10. References</p>	<ul style="list-style-type: none"> <li>• Positive recommendation(s) in professional references</li> <li>• DBS clearance</li> </ul>	

	<ul style="list-style-type: none"><li>• Satisfactory outcomes from due diligence</li></ul>	
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