



Court Lane Junior Academy

Assistant Headteacher information pack



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**IF YOU REQUIRE THIS INFORMATION IN AN ALTERNATIVE
FORMAT PLEASE CONTACT US**

A letter from Jennese Alozie, Chief Executive Officer

Welcome and thank you for your interest in becoming a Trust Assistant Headteacher for Court Lane Junior Academy. This is an incredible opportunity to join our Trust at this key point in its journey. Court Lane is a strong Junior academy that has played a leading role in the development of a high quality of education for children and young people at the Academy and within the wider community.

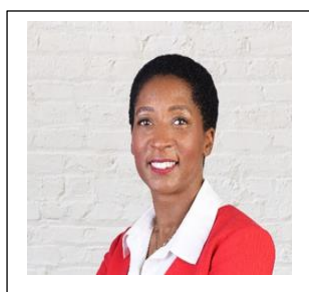
Court Lane Junior Academy is a member of the University of Chichester (Multi) Academy Trust, and collectively we share a strong belief that education is the key to transforming lives and accessing social mobility. As a Trust we passionately believe in a collaborative approach, encouraging all our Assistant Headteachers to share their experience and become an integral part of the Senior Leadership Team.

Court Lane Junior Academy is a very inclusive academy. It is larger than average academy with four forms of entry. When visiting the academy, you will see an exciting, collaborative culture, where pupils want to achieve their best, talk confidently about their learning and feel their teachers support their aspirations. Court Lane Junior Academy has implemented a strong Teaching and Learning Policy, which underpins their approach and was created with contributions from the children, staff, parents and governors, and this contributes to the Academy's Journey to Excellence programme that sets out how the Academy will make a real and sustained impact.

If you believe you have the ambition, passion, skills and expertise to make a significant contribution to Court Lane Junior Academy, its community and the Trust, have a student-centred approach to learning and teaching, share our values and would like to join our innovative and dynamic educational family, we would love to hear from you.

I hope this information pack will provide you with an insight to Court Lane Junior Academy and the Trust, if you are interested to learn more we would invite you to visit the school and we would be pleased to answer any questions you may have.

Jennese Alozie
Chief Executive Officer



“ The Trust's vision to inspire young people, raise aspirations and transform life chances is shared by the school leaders and governors. Strong and effective relationships exist between trustees, the trust's officers, governors and headteachers. ”

Ofsted Review of the Trust

Welcome from Laura Flitton, Headteacher

We are seeking to appoint an Assistant Headteacher to join our successful and driven leadership team from September 2024. Our school values of 'Believe Inspire Achieve' are the basis for all of our work with pupils, families and staff. We hope that this is demonstrably shown through your role where you will be enabling personal growth for children, colleagues and yourself.

Court Lane Junior Academy is a proud member of the University of Chichester Academy Trust, working in close partnership with our family of academies, notably our partner Infant Academy. We are a popular four form entry Junior academy with a strong team work ethic, where we work together to enable the development of our pupils and each other. Excellent collaboration skills are a must at Court Lane as so much of what we do is designed to support each other and is built on strong relationships, especially in this role.

Helping the most vulnerable of pupils to succeed is incredibly important to us here. We have an excellent reputation for inclusion; as a result, a higher than average number of pupils with SEND or complex needs attend (and make real progress in) our academy. We are proud that we are making a difference for children and this will be a key part of your role. You will be non-class based as DSL and have a flexible approach that means that you can liaise with external partners, work intensively with pupils and families or support the development of colleagues in their skill set to work with others. You will be able to forge trusting relationships and have a wide-ranging knowledge of supporting pupils' social, emotional and mental health needs so that they can be successful in the academy environment.

As a member of the academy's Senior Leadership Team, you will actively contribute to the strategic direction of the academy and will lead others towards exemplary practice. You will be the named DSL and Designated Teacher for Looked After Children, which will involve whole academy leadership responsibility for ensuring that the academy is meeting statutory expectations and relentlessly pursuing the best for pupils and families. Our values of 'Believe Inspire Achieve' are fundamental to your work here and we hope that you will enjoy being able to inspire confidence and success in others. As a member of a Multi Academy Trust, there are also many opportunities to work with our partner academies to develop innovative practice and we are keen that any staff member is able to feel that they are able to be successful in their role, with care for their wellbeing and professional development.

If you are looking to make a real and positive difference to the lives of children, we would be delighted to hear from you so that you can hear more about the opportunities this role brings, please contact us to arrange discussion and tour of the academy. The pupils and staff in our academy are incredibly friendly and you will love working with them.



Mrs Laura Flitton, Headteacher

Message from Glynis Alexander, Chair LGB

As Chair of Governors for Court Lane Junior Academy, I would like to welcome and encourage you to explore the information within this candidate information pack, and the exciting possibility of joining us in this newly created Senior Leadership position. A position that will enable you to further develop your own skills and knowledge whilst having a greater impact on pupils and their families.

Our academy has a four-form entry which is mainly fed by our neighbouring partner, Court Lane Infant Academy both of which are a part of the University of Chichester Academy Trust.

The two academies work together to support and provide an exciting and positive education for their pupils whilst fully understanding the struggles that young children may encounter due to a variety of circumstances. The well-being, inclusivity, and safety of all pupils within any school is paramount and will have a long-lasting effect on them and their future lives. Maybe you are the one to join us on this journey.

I would invite you to continue to read further; this is an exciting opportunity you should not miss.

Glynis Alexander
Chair of the Local Governing Body



University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like-minded schools who have a shared passion for pupil centred learning, and a desire to work together for the benefit of the wider community that we serve. The Trust is a member of the Confederation of School Trusts and The Queen Street Group.

The Trust has 15 academies in its education family, based in Hampshire, Portsmouth and West Sussex, and a SCITT. Although we share the same vision and values, each of our academies have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies. We offer:

Co-Leadership Approach

The Headteachers, Deputy Headteachers and Assistant Headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our Headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A shared Vision:

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A shared Mission:

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

What We Offer You

To your career

- A strong commitment and support for your personal leadership journey
- Opportunities for shared learning and collaboration across the Trust and the wider network
- Extensive professional and personal development opportunities
- To help shape the future of successful and innovative schools.

To be part of something bigger

- A system leader on the local and regional stage
- A strong and supportive governing body
- The opportunity to be part of the School Leadership Teams, who are passionate and committed to a shared set of values to make a difference as we drive improvement in a changing world
- A collaborative Trust which inspires innovation and a network of Business Managers that can influence and shape the strategy of the wider Trust.

To make a difference

- To be part of a team that makes a real difference to the life chances of our children and young people
- Contributing to the creation of a culture and environment in which staff feel valued, are inspired and work in buildings which promote and enhance child progress and learning.

Other staff benefits

- Teachers' Pension Scheme
- The mental health and wellbeing of staff is of key importance and in addition to professional support we provide an extensive employee assistance provision, including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal development programme
- Access to the University's vast Library resources and to the National College resource
- Employee Discounts platform, saving £££'s on a range of goods and services
- Gym Discount
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Security of knowing you are joining an organisation whose sponsor has been promoting education for almost 180 years.

Job Profile

Job Title: Assistant Headteacher – Inclusion, Safeguarding and Wellbeing

Reports to: Headteacher, Court Lane Junior Academy

Location: Court Lane Junior Academy, Hilary Avenue, Portsmouth, PO6 2PP

Function of the post:

Supporting the Headteacher you will assist in providing strategic leadership and direction; with responsibility for improving teaching and learning across the school, you will lead and manage a team of colleagues across KS2 ensuring a child centred approach where teaching is consistently good or better. Fostering confidence, ambition and motivation in staff to promote and deliver a positive, exciting and relevant learning experience for pupils, you will engage and enthuse parents for the benefit of the pupils and School.

Principal Accountabilities:

To be responsible for the professional duties of the Headteacher in the event of their absence when directed;

To be responsible for and therefore ensure the successful inclusion of all vulnerable groups of children, including Pupil Premium, EAL, CLA etc. so that they flourish and consistently make better than expected progress (including acting as the Designated Teacher for Looked After Children) ;

Manage the collection and analysis of data on pupil performance of all vulnerable groups, working with teaching staff to enhance understanding and progress and with the SLT to design provision that leads to improvement in standards;

Ensure all aspects of staff management are effectively carried out e.g. recruitment and selection, induction and training, performance management, absence management, record keeping, consultation and effective communication, in accordance with Academy and Trust policies and procedures. This will include conducting annual performance reviews using the Academy's Performance Review and Development Plan;

To monitor attendance for pupils across the school, preparing and presenting attendance data reports at staff briefings, SLT meetings and assemblies, where required. Discuss reasons for absence with parents/carers, offering support and challenge where appropriate.

Leadership and Development

- As a member of the Senior Leadership Team you will share responsibility with the Headteacher in delivering the strategic management and conduct of the school whilst working in partnership with the local governing body, the Trust and other key stakeholders;
- Provide motivation, inspiration and high expectations in order to establish and maintain an organisational framework that will support the continuous development of the School and strengthen leadership and management capacity;
- Contribute to the creation and implementation of a strategic plan that is underpinned by sound financial planning and quality assurance, within a local and national context that identifies priorities and targets, to raise the attainment levels of pupils and engage with pupils in relevant learning that is both positive and exciting;
- Take responsibility for the quality of education provided at the School, whilst engaging and promoting collective responsibility within the school community and contributing to the education service more widely;
- In liaison with the Headteacher appoint suitably qualified teaching and professional services staff that, whilst being challenged, will be fully supported and inspired to engage with the vision and aims of the School. Staff will receive appropriate support that promotes continual professional development and the sharing of skills and knowledge within the staff team for the benefit of the School;
- Monitor and evaluate practices, performance data and progress, preparing informative reports as directed by the Headteacher, to keep the Local Governing Body and the Trust fully informed about SEND and

mental health in relation to the Academy;

- Assist the Headteacher in the creation, implementation, review and update of the School policies, ensuring that policies and practices are compliant with the University of Chichester Academy Trust's requirements and take account of the national, local and school research and inspection findings;

Teaching and Learning Support

- Work with the Leadership Team to secure and sustain high expectations and excellent practice in teaching and learning throughout the School. This will include monitoring and evaluating the quality of teaching and standards of pupils' achievement, and the use of benchmarks and SMART targets for improvement.
- To contribute strategically to the teaching programme of the School that encourages best practice, working within a robust and supportive performance management system that integrates professional learning within it;
- Be recognised as a leader of innovative and engaging teaching, creating a learning environment in which staff are inspired and motivated to deliver high quality teaching that, along with robust assessment and other procedures, meets the needs of all pupils leading to improved learning outcomes and standards of education;
- Develop and apply appropriate teaching techniques, providing material that is current and which creates interest, understanding and enthusiasm amongst pupils;
- Show commitment to ensuring creativity, innovation and the use of appropriate technologies to achieve excellence.

University of Chichester Academy Trust:

The Trust's vision is "For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives", and it is our mission "To create a vibrant, inclusive and aspirational family of academies, transforming life

chances for pupils through excellent teaching and learning..."

With a supportive and collaborative approach, it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy's own identity.

National Standards of Excellence for Headteachers:

Act in accordance with the four 'Excellence as Standard' domains being: qualities and knowledge, pupils and staff, systems and process and the self-improving system detailed in the National standards of excellence for headteachers, January 2015.

Teachers' Standards (England)

Uphold principles of the Teachers Standards, ensuring all teachers perform at a level that is consistently good or better across the current Teachers' Standards (England).

Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the Academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are

committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

Health and Safety:

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The University of Chichester Academy Trust will

support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

Data Protection:

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs

Person Specification

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

| Knowledge and Qualifications – Essential | Knowledge and Skills - Desirable | Evidenced through |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Qualified Teacher Status and a good relevant undergraduate degree | Relevant accredited study and/or professional development such as leadership and management training | <ul style="list-style-type: none"> • Application • Documentary evidence • Interview |
| Current knowledge of the National Curriculum and research, initiatives and technologies in child learning and development | Trained as a Senior Mental Health Lead | |
| Evidence of continual professional development that is relevant and appropriate to the post | Have obtained or be working towards the National Award for SENCo (NASENC) | |
| Good understanding of assessment procedures, including assessment for learning and end of KS assessment | DSL/Level 3 Safeguarding training | |
| Good understanding of the principals of equality and diversity that will support a culture that embraces diversity within the classroom and community | ND Profile or Family Support Plan training | |
| Current knowledge of safeguarding legislation within the context of school | | |
| Skills - Essential | Skills – Desirable | Evidenced through |
| Evidence of leadership and team qualities that contribute to an effective and strong leadership team, with the ability to set and achieve challenging goals in a supportive environment. Identify and deliver change to a high level, which promotes organisational reflection and an enthusiasm and motivation for continued improvement and shared thinking. | | <ul style="list-style-type: none"> • Application • Interview activities • References |
| A skilful communicator with strong, interpersonal and presentation skills, both verbal and written, which naturally adapts to a diverse audience, e.g. governors, parents and carers, staff, pupils and the wider community on a wide range of issues to provide clarity of vision, influence and direct or challenge others. | | |
| ICT skills that enables efficient and effective administration, supports the work of the school and enhances pupil learning in the classroom. | | |
| Skill set required to successfully collate, extrapolate, analyse and report data to a diverse audience. | | |
| Organisational, financial, budgetary, management and administration skills relevant to the effective delivery of the duties of the post to achieve the academy's educational goals and priorities | | |

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| Excellent people skills, managing issues in a sensitive, supportive and appropriate manner to support the effective operation of the Academy | | |
| Networking skills that build a professional learning community and enable good practice to be shared for the benefit of the Academy and the Academy Trust. | | |
| Experience – Essential | Experience – Desirable | Evidenced through |
| An exemplary cross primary phase classroom practitioner who is leading in curriculum innovation, supporting and motivating colleagues to enhance teaching through good primary practice and shared thinking to enable successful school improvement with evidence of how this has a positive impact on pupils achieving their full potential | Previous Leadership experience, ideally with the primary age range | <ul style="list-style-type: none"> • Application • Interview activities • References |
| Demonstrable evidence of being part of a successful team that delivers measurable improvement in teaching practice with shared thinking and operational management | Experience of being inspected by OFSTED at a senior level | |
| Proven track record of monitoring evaluating and improving quality of learning and teaching, by using a number of methods including managing, tracking and interpreting pupil data, to moderate achievement and build effective strategies for self-evaluation | Line management experience that effectively challenged, developed and supported staff | |
| Evidence of collaborating and building effective relationships with parents, carers and the wider community to enrich teaching and learning for the wellbeing of pupils. | Experience of working with multi-ethnic pupils. | |
| Evidence of strong behaviour management skills to support colleagues with the personal and social development of all pupils. | Experience of working within challenging educational environments | |
| Personal Attributes - Essential | Person Attributes – Desirable | Evidenced through |
| Strong working ethos with a pro-active, positive, enthusiastic and flexible approach, and a high level of commitment to team work, the whole School community and academy approach. | | <ul style="list-style-type: none"> • Interview activities • References |
| The presence to inspire confidence and trust, enabling individuals and teams to develop and feel empowered and motivated to achieve high goals, promoting collaboration, shared knowledge and understanding. | | |
| An ability to promote organisational, individual and self-reflection, that enables positive response to feedback to inform decision making and creates an enthusiasm and motivation for continued improvement and shared thinking | | |
| Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance and managing workload pressure for the well-being of self and others | | |
| Welcomes accountability to a wide range of groups, forms constructive relationships with all, and understands the importance and value of engaging with parents, carers and the wider community | | |

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| An ability to foster an open, innovative, equitable culture, dealing with difficult decisions or situations in a timely manner, making reasoned judgements, conveying conclusions clearly, positively and sensitively | | |
| Commitment to equality that raises aspirations for all, challenges prejudice and assumptions and promotes integration, celebrating the diversity of multi-cultural Britain | | |
| Committed to enabling the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils needs and the school communities | | |

April 2024

Application Procedure

If you are interested in this post, you are warmly invited to visit our school, please contact Laura Flitton, Headteacher head@courtlanenjnr.co.uk or telephone 023 9237 5444 if you wish to arrange a school visit.

Applicants should **complete** an **Application Form** which can be downloaded from the Trust's website www.unicat.org.uk/find-job and return it by email to unicathr@chi.ac.uk.

The closing date is 9.00 a.m. on Friday 3 May 2024. The Assessment and Interview dates will be in the week commencing 7 May 2024.

If you have any queries, please contact the University of Chichester Central Team by emailing unicathr@chi.ac.uk.

University of Chichester Academy Trust
HR Department
Arran House
Bognor Regis Campus
Upper Bognor Road
Bognor Regis, PO21 1HR

T: 01243 793499

E: unicathr@chi.ac.uk

Statement in Support of Application

In addition to completing the Application form, please inform us in no more than 250 words how you believe you can add value to the School and the Academy Trust.

Application Form Completion

When completing the Application Form, please refer to the Job Profile and particularly the Person Specification in the context of the accountabilities.

You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

You may submit a separate sheet detailing your qualifications and previous employment.

All other information requested should be contained within the application form.

Selection Procedure

The shortlist will be completed shortly after the closing date and successful candidates will be invited to attend the Assessment and Interview days on week commencing 7th May 2024.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the HR Team immediately on the number above.