



Assistant Headteacher

Key Stage 4

L12- L16

Application information
March 2023



Assistant Headteacher – Key Stage 4 L12 – L16

King Alfred's Academy is seeking to appoint a dynamic Assistant Headteacher with responsibility to lead on curriculum, culture and outcomes across Key Stage 4

The appointment is an excellent opportunity for an inspirational leader who can model and demonstrate the key values and attributes of leadership at King Alfred's:

- Courage, conviction and creativity to achieve the best outcomes for all KS4 students
- Positive, enthusiastic outlook, creating and embracing opportunities and solutions
- Drive for improvement, sharing good practice and research with a focus on development
- Address underperformance through support and challenge and constructive conversations
- Visible and proactive presence around school, engaging with students and staff to support positive behaviour
- Effective communication and listening skills, influencing and inspiring individuals, teams and groups. Demonstrates the desire to hold others to account with professional warmth and honesty
- The capacity to model effectively our core principles of; Respect, Responsibility, Tolerance, Knowledge, Curiosity and Resilience
- Advocacy for equality, diversity and inclusion for students and staff
- Integrity and consistency in relation to your own behaviours and the school's practice
- The capacity to strategically develop teams, supporting career progression and succession planning
- Collaborative partnership working, within and beyond the school
- Leading learning as a reflective practitioner committed to continued professional development
- The ability to work as part of a highly effective wider leadership team, undertaking the generic responsibilities of members of the Leadership Team and delivering key aspects of the Academy Improvement plan

This is an exciting opportunity for a leader with ambitions to progress to Deputy Headship, leading on the experience and outcomes of students across our GCSE and Vocational offer at KS4, while working as part of a mutually supportive wider leadership team committed to achieving our goals for our students, staff and school.

Life at King Alfred's

King Alfred's is a friendly, ambitious and vibrant school packed full of energy, opportunity and choice. Our mission statement is "Opportunity for All", this is something we believe in passionately and seek to deliver for our students each and every day. We are committed to helping every one of our students find what makes them successful in life. Great teaching and learning across the school is supported by our culture of professional development and collaboration. Each student deserves the very best experience to enable them to achieve their ambitions. Our pastoral care provides security and confidence, supporting our students to be happy and to thrive.

Students at King Alfred's benefit from a wider curriculum that would be the envy of many schools. Students have access to after school elective clubs, residential trips across the globe, sporting fixtures, the Duke of Edinburgh award scheme, our own Character Development Programme, a truly diverse range of opportunities in the Creative Arts and the King Alfred's Academic Enrichment Programme (KAAEP). Our students are privileged to have this as part of their school experience.

Our ethos of 'Opportunity for All' applies to King Alfred's staff as well as our students. Colleagues at King Alfred's can be proud to be part of something special, making a real difference to the lives and life chances of our students. It is a rewarding place to work as part of a mutually supportive team where everyone matters and makes a difference. Our staff wellbeing charter offers a thoughtful approach to wellbeing and means that staff have the support and challenge to succeed and advance. Our staff well-being charter sets out the high expectations that we have for ourselves in terms of how we support colleagues. Our aim is to be an employer of choice and somewhere that colleagues can be happy, supported and further develop their career.

Personal, professional and career development is fundamental to being part of King Alfred's. Our induction programme for all new colleagues is carefully planned to give colleagues the practical strategies, advice and guidance they need to support a successful start. Continuous professional



development is at the heart of our work at school. Our culture of high quality professional development and reflection, supported by practical strategies and collaboration across teams, is enhanced by access to a wide range of training and resources to suit your professional progress and growth in the classroom. King Alfred's staff also have access to the National College, and many colleagues are pursuing National Professional Qualifications and delivering training for a range of organisations.

King Alfred's is proud to be part of the Vale Academy Trust, a network of schools nurturing opportunities and career development. Collaboration is an important benefit of working at the academy, with students and staff benefitting from our work with Trust schools and other schools locally and regionally.

How to apply

Visits We invite any prospective candidates for a tour of the school and meet Jonathan Smart, Headteacher on either Friday 31st March (between 9.00am and 12.00pm or 1.30pm to 3.00pm) or Monday 17th April (between 12.00pm and 3.00pm). Please contact the school via enquiries@ka.vale-academy.org to book an appointment

Application form and letter of application To apply, please complete the Vale Academy Trust application form in full and include a letter of application of no more than two sides of A4, telling us how your experience to date has prepared you for this role and what attracts you to this position. Please refer to the job description and person specification.

Deadline: Applications should be received by 9am on Tuesday 18th April 2023

Shortlisting: Shortlisted candidates will be notified by 5pm on Wednesday 19th April 2023

Interviews: Interviews will take place on Wednesday 26th April 2023



Job description for Assistant Headteacher – Key Stage 4 (L12-16)

Senior Leadership at King Alfred's Academy

The core purpose of a member of the Senior Leadership Team is to provide professional leadership and management on a whole school level and in particular in relation to their areas of responsibility. Successful leadership at King Alfred's involves modelling and demonstrating key professional attributes and actions, including:

Senior leaders have collective and specific responsibility in relation to:

- Supporting our Academy Improvement Plan priorities
- Delivering "Opportunity for all"
- Upholding our core principles of; Respect, Responsibility, Tolerance, Knowledge, Curiosity and Resilience
- Engaging in ongoing professional development
- The Vale Academy Trust Strategic Goals

RESPONSIBLE TO: Deputy Headteacher Teaching & Learning and Curriculum

CORE PURPOSE

To establish a culture of high expectations in Key Stage 4 in order to allow all students in Years 9, 10 and 11 to:

- *make expected rates of progress or higher in their academic studies.*
- *achieve overall attendance which is consistently above the national average.*
- *support all students to achieve their desired destinations.*
- *participate in the wider curriculum on offer.*

Leadership and Management:

- To take a strategic lead for the direction and development of educational provision and deployment of resources at KS4
- Lead, inspire and motivate all staff and students in pursuit of improved outcomes for all students in Year 9, 10 and 11.
- Support the organisation of GCSE examinations and take responsibility for effective and timely communications to students, staff and parents for the examination process.
- To lead the regular analysis of attendance, attainment and progress data in order for students in Year 9, 10 and 11, in order to ensure interventions result in raising standards

- To lead and manage the work of the tutors who have a key role in monitoring the progress of each of their students
- To lead and manage the work of key support staff linked to our KS4 site which includes, Assistant Head of site, examinations officer and supporting the pastoral team
- To ensure that events relating to the KS4 are scheduled in the Academy diary.
- To ensure safeguarding and promoting the welfare of students is a priority

Teaching and Learning:

- Work with the AHT for Teaching and Learning to embed the T&L blueprint successfully across KS4.
- Demonstrate outstanding practice and a passion for Teaching and Learning and support staff in the consistent application of the Teaching and Learning Blueprint across KS4.
- To ensure that student progress in Year 10 and 11 is monitored closely by Heads of Subject and KS4 TLR Holder, as well as subject teachers, to identify and support students at risk of underachievement, challenges underperformance and initiates immediate intervention strategies.
- Identify and overcome barriers to learning through regular learning walks and other forms of monitoring of Teaching and Learning in Year 9, 10 and 11
- Liaise with the appropriate members of the Leadership Team to support the attainment and progress of all students categorised as SEN or Pupil Premium in KS4.

Culture and Ethos:

- Support the rest of the Leadership team to embed a culture of safeguarding across the site.
- Support student engagement in the Academy through use of student voice, involvement in appropriate enrichment activities and student leadership.
- Support tutors and student manager to record, monitor and action interventions regarding student attendance.
- Communicate effectively with parents to address concerns, provide support and celebrate success.
- Support colleagues with effective behaviour management, including attendance and punctuality as necessary. Support colleagues directly with behaviour management issues.
- Ensure that our high expectations of independent study are maintained.
- Develop and articulate the ethos of the academy so that high expectations and a culture of academic engagement permeates all activities and conversation.
- Liaise with the appropriate members of the Leadership Team to ensure students model the values of the Academy.

Additional expectations of all members of the Leadership team:

In addition to the specific responsibilities outlined above, the Assistant Headteacher KS4, as a senior leader in the Academy, will be expected to:

- To assist the Headteacher and Deputy Headteachers in leading and managing the Academy.
- To deputise for the Headteacher or Deputy Headteacher as and when required.
- To promote the highest expectations amongst staff and students by acting as a role model to all.
- To support the overall aims and ethos of the Academy at all times.
- To adopt a collaborative approach with other members of the Leadership Team on shared tasks, providing mutual support in our determination to maintain the highest standards in all that is achieved.
- As part of the Leadership Team, to support the selection and appointment process to other lead roles across the academy.
- To positively support the retention of staff through promotion of a culture of support, advanced planning and effective communication.
- To contribute creatively to the formulation of policies which lead to strategic planning and decision making processes – both within and beyond the specific areas of the postholder's responsibilities.
- Contribute to the Leadership Team's strategy to build strong links with parents and carers, governors and local secondary schools and all stakeholder groups in the local community.
- Attend and, where appropriate, lead team, SLT and staff meetings
- To contribute data, reports and material for the formulation of the SEF, SIP and any LT papers as and when required.
- To take on a Leadership Team link for a designated faculty, providing challenge and support for the Head of Faculty (HoF) in a series of regular line management meetings.
- To set high professional standards in everything you do, and to meet deadlines.
- To communicate effectively with a range of audiences as appropriate, including assemblies; parents' evenings; governors' meetings; staff meetings and Academy events.
- Take on any additional responsibilities, which might from time to time be deemed reasonable by the Headteacher or Deputy Headteacher.
- To undertake all other duties and expectations shared by all members of the Leadership team including detentions, duties, isolation room duties and managing student behavior across the academy

Person specification for Deputy Headteacher - Quality of Education Leader	Essential	Desirable
Qualifications		
Qualified teacher status	Y	
Educated to at least degree level	Y	
Professional development		
Commitment to continuous professional development reflected across career and in day to day practice	Y	
NPQ or equivalent qualification		Y
Teaching experience		
Experience of successful teaching in at least two key stages	Y	
Proven track record of achieving impressive outcomes for students	Y	
Experience of senior middle leadership	Y	
Leadership attributes and values		
Courage, conviction and creativity to achieve the best outcomes for all	Y	
Positive, enthusiastic outlook, creating and embracing opportunities and solutions	Y	
Drive for improvement, sharing good practice and research with a focus on development	Y	
Address underperformance through support and challenge, constructive conversations and coaching	Y	
Visible and proactive presence around school, engaging with students and staff to support positive behaviour	Y	
Effective communication and listening skills, influencing and inspiring individuals, teams and groups	Y	
Respect, compassion, fairness and empathy towards others	Y	
Advocacy for equality, diversity and inclusion for students and staff	Y	
Integrity and consistency in relation to your own and the school's practice	Y	
Mentoring and developing teams, supporting career progression and succession planning	Y	
Collaborative partnership working, within and beyond the school	Y	
Leading learning as a reflective practitioner committed to continued professional development	Y	
Leadership experience and capability		
Ability to demonstrate strategic vision with impact	Y	
Experience of monitoring, evaluation and review, responding to issues and building team engagement	Y	
Ability to create implementation plans, engaging staff in sustained improvement	Y	
Understanding of the Ofsted framework	Y	
Clear vision for curriculum intent, implementation and impact within the Sixth form	Y	
Experience of curriculum leadership, creating impact and improving outcomes		Y
Development of systems to create and sustain improvement	Y	
Proven track record of improving the quality of teaching and learning	Y	
Commitment to safeguarding and welfare of students and staff	Y	
Experience of working with parents, governors and wider community	Y	
Willingness to be involved in the wider life of the school community	Y	

