



Olive Academies

# Assistant Headteacher - Maths, Curriculum & Data

Olive AP Academy – Thurrock

- Leadership 7-11 Fringe
- Teachers' Pension Scheme
- OA benefits package

[Apply now](#)

To arrange an informal discussion or to visit the academy, please phone 01708 853781

*Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.*

# About Olive AP Academy – Thurrock

Based in the heart of Thurrock, our academy specialises in alternative provision and supporting the social and emotional educational needs of young people. Olive AP Academy - Thurrock supports up to 94 pupils for whom traditional teaching methods have not worked. Students, ranging in age from 11 to 16, join us following permanent exclusion from a mainstream school or due to having medical needs that prevent them from attending a mainstream setting.

Our academy is a nurturing, inclusive community where students are able to grow and develop. We strive to ensure success for all our learners academically, socially and morally. We build a curriculum around the needs of our students and are proud that our Year 11 students leave with qualifications on par with their mainstream peers and transition into education, training or employment.

Having a working beauty salon, kitchen and hospitality area, construction area, science laboratory and fitness suite onsite allows for a hands-on approach to the curriculum and the development of transferable skills for the future.

Alongside our ever-growing curriculum, we offer our students additional qualifications in non-traditional subjects such as sailing, climbing, extreme mountain biking, bushcraft and first aid.

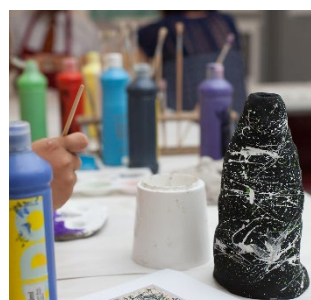
All students receive therapeutic support and this can range from a set or personalised programme, counselling, speech and language intervention or small group activities around self-worth and wellbeing.

We pride ourselves on encouraging positive mental health and wellbeing and are pleased to have received a National Wellbeing Award, which acknowledges the support we provide for staff, students and families.

Working in alternative provision can be challenging, but joining the Olive family is one of the most rewarding and positive career developments you will make. If you have the experience and enthusiasm to support us on our journey, I would love to hear from you.

Thank you for your interest.

**Anna Timms**  
**Head of Academy**



"I like the variety in my job. **Every day is different** and brings new challenges. I have **great working relationships** with my colleagues and I feel **appreciated**."

"Everything is possible at Olive."

"I'm **proud to be part of a team** which provides students with positive experiences, **creating memories** that they can talk about in the future."

"Being part of Olive Academies means **making things happen** – supporting children who have felt let down by education, giving them the **skills to be successful** and watching them grow."

"I like that I have the **freedom to be creative** within education."

# Job description

We are looking for an Assistant Headteacher – Maths, Curriculum and Data who will:

- work collegiately as **a key member of the Senior Leadership Team** to support, challenge and influence the key stakeholders to realise the strategic vision of the academy
- work with the Head of Academy and other members of the Senior Leadership Team to **plan and deliver the steps needed on the journey to Outstanding**
- lead by example, provide **inspiration and motivation** and embody the vision, core values, purpose and leadership
- work with the Head of Academy and Deputy Headteacher to make sure that the **Olive Way of teaching, learning and assessment** is fully realised
- work with the Head the Academy on strategic oversight of whole school curriculum, ensuring that **students have the opportunity to access a broad and balanced range of subjects and meaningful qualifications**
- work with the leadership team and with staff to ensure the successful implementation of the **school improvement strategy** including the delivery of effective CPD
- lead the further development of **an ambitious and comprehensive Maths curriculum** to ensure that students make rapid progress from varied starting points and achieve appropriate qualifications
- ensure that the curriculum is **aligned to the trust's aims and ambitions** and has the social, emotional and mental health of students at its core
- work with the SENDCo to ensure the **curriculum offer for Maths successfully meets the needs of our SEND students**
- ensure the successful implementation of the curriculum through **effective leadership of teaching and learning in Maths**
- **demonstrate effective leadership** and coach teachers and other staff to engender best practice
- line manage key staff providing them with **support and challenge** to instil a strong sense of accountability
- monitor the impact of the Maths curriculum through **quality assurance activities** and use the information to plan a cycle of continuous improvement
- under the guidance of the Head of Academy, ensure that **rigorous assessment is used effectively to evaluate progress** at an individual and cohort level
- sustain a current knowledge of developments in **strategy, thinking and pedagogy** in your subject area and ensure this is used in the development of all staff who are involved in the teaching of Maths
- take responsibility for own professional development by **actively engaging with and seeking opportunities for learning and development**
- demand **ambitious standards for students** to positively improve their life chances
- model **creativity, integrity and resilience**, taking into account your own wellbeing and that of those around you
- work with the Head of Academy and key stakeholders to **implement existing Quality of Education systems and processes within the academy**
- contribute to the successful implementation of academy systems and processes so that there is **a positive impact on the quality of education for individuals**
- **inspire, challenge, motivate and empower** others to attain ambitious outcomes
- demonstrate **the highest quality of teaching and learning and assessment** through own practice
- be **committed to tackling disadvantage** and improving every student's wellbeing and life chances
- work closely with colleagues to **produce high-quality learning resources** and plan learning activities
- **link lessons** to the PHSE curriculum, the world of work, British values, and SMSC where appropriate

- **use student data** to inform classroom practice and planning
- assess and give students **regular feedback** in line with the OA marking and feedback policy
- facilitate good progress and positive outcomes - **inspire, motivate and challenge our students**
- **direct the work of other staff** in the classroom to maximise their impact on learning
- **set expectations** and maintain a positive and safe learning environment
- use the 'Dare to be Olive' approach to ensure that **high expectations for behaviour** are maintained
- **act on child protection concerns immediately;** read, understand, and implement OA's safeguarding policy and procedures, and Keeping Children Safe in Education
- be a role model for our students, showing **leadership, resilience, and empathy**
- **coach a group of students**, mentoring them through their time at the academy
- work with parents, carers, schools and outside agencies to **ensure each student's needs are best met**
- fulfil wider **professional responsibilities**
- **support the trust's values and ethos** by contributing to the development and implementation of policies, practices, and procedures
- **work closely with our headteacher, staff, parents/carers and students** to deliver our strategic vision and help make our ambitious plans for the academy a reality

*Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the head of academy to carry out appropriate duties within the context of the job, skills and grade.*

# Person Specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

## Qualifications and Training

First degree or equivalent	A	Essential
DfE recognised qualified teacher status or Qualified Teacher Learning and Skills status	A	Essential
Evidence of participation in recent CPD relevant to a strategic leadership post	A	Desirable

## Experience

Significant recent and relevant experience as a substantive Assistant Headteacher or middle leader	A	Essential
Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement	A, I	Essential
Experience of line management and holding others to account with demonstrable positive impact	A, I	Essential
Experience of analysing and interpreting assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes.	A, I, T	Essential
Evidence of managing teams and leading progress.	A, I	Essential
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs.	A, I	Essential
Successful development of colleagues	A, I	Desirable
Effective and systematic behaviour management – experience of using de-escalation techniques in a school setting; experience of maintaining clear boundaries and using sanctions, praise and rewards	A, I	Essential
Experience of using assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes	A, I, T	Essential
Experience of working collaboratively with others including other schools/Teaching Schools	A, I	Essential

## Knowledge

Detailed knowledge of the KS3/4 Maths curriculum	A, I	Essential
A solid understanding of a range of teaching and learning strategies and a good understanding of current pedagogical thinking	A, I	Essential
An understanding of disadvantage and working in challenging environments	A, T, I	Essential
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	A, T, I	Desirable
Up-to-date knowledge of specialised curriculum for children with SEMH	A, T, I	Desirable

## Skills and Abilities

A track record of being an outstanding classroom practitioner with the ability to model teaching and learning across the academy	A, I, R	Essential
Ability to teach KS3 and KS4 across subject, age and ability range	A, T, I	Essential
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups (pupils, parents and carers, colleagues, external agencies, wider community etc.)	A, T, I, R	Essential
Ability to reflect and self-evaluate	A, I, R	Essential
An understanding of expeditionary learning	A, I	Desirable
Ability to lead and manage people	A, I, R	Desirable

## Personal Aptitude

Personal and professional resilience in the face of challenging situations	A, I, R	Essential
Self-motivated, productive, diligent, and thorough	A, I, R	Essential
Commitment to an open, collaborative style of management	I	Essential
Concern for the development of colleagues and members of the wider school community	I	Essential
Commitment to your personal and professional development and that of all staff	A, I	Essential
Convinced of the transformative nature of excellent education	A,T, I	Essential
Empathy with the needs of children	A,T, I	Essential
Commitment to the safeguarding of vulnerable young people	I	Essential
A personal commitment to promoting inclusion, diversity, and access	A, I	Essential
A commitment to the vision, values, aims and objectives of Olive Academies	A, I	Essential

# **Transform young lives with Olive Academies Trust**

Thank you for your interest in working with Olive Academies.  
We look forward to receiving your application.

[Find out more and apply.](#)

   [oliveacademies.co.uk](https://oliveacademies.co.uk)