



Holderness Academy
& Sixth Form College



THE CONSORTIUM
ACADEMY TRUST

Application Pack

Assistant Headteacher - Quality of Education





Information for Candidates

Post: Assistant Headteacher - Quality of Education

Post Reference: TCAT000980

Thank you for your interest in the above position. I hope you find the following information useful; we look forward to receiving your application.

In this application pack you will find information about our Academy, a letter from the Headteacher, job description and person specification. Please note the closing date for completed applications is **9am, Friday 10 December 2021**. We reserve the right to close this vacancy early.

Please apply via our [website](#) for an application form. Applications should be submitted by email to vacancies@holderness.academy (*CVs will not be accepted*)

Applicants who are not contacted within two weeks of the closing date should assume they have not been shortlisted for interview.

**THIS POST IS SUBJECT TO ENHANCED DBS CLEARANCE AND
APPROPRIATE PRE-EMPLOYMENT CHECKS**

Letter from The Headteacher



Holderness Academy
& Sixth Form College

November 2021

Dear Applicant

I am delighted to enclose an application pack and details of our Assistant Headteacher (Quality of Education) post at Holderness Academy & Sixth Form College, part of The Consortium Academy Trust. The position is full time and permanent, commencing Easter 2022 (or earlier if possible).

We are looking for a dynamic, inspiring individual to lead in the area of Quality of Education. The successful candidate will complement the work of the Quality of Education team which comprises of the Associate Headteacher and two Lead Practitioners. The appointed person will also support the work of the other members of the Senior Leadership Team - Assistant Headteacher for Safeguarding and Inclusion and Assistant Headteacher for Culture and Climate - to provide an exciting learning experience for our young people and to fulfil our vision:

To inspire and empower our young people to make a positive difference today; ready for tomorrow

The Academy has high expectations of all its staff. However, we are proud of our strategies to nurture and support staff and of the systems we have in place which recognise staff contributions that impact positively on the lives of young people and foster a culture of well-being and pride.

This is an exciting time to be joining the staff team here at Holderness Academy & Sixth Form College, as we continue to build year on year to a position of sustainable success, for our learners and staff, both now and in the future. The successful candidate will become part of a much wider team of staff across the Trust, with opportunities for collaboration, sharing good practice and skill development provided.

We very much look forward to reading your application.

Kindest regards

Mr Scott Wilson
Headteacher

Our Academy

Holderness Academy and Sixth Form College is a large comprehensive school with 1145 students on roll, including 142 in the Sixth Form. The Academy is situated in East Riding of Yorkshire and located in the small village of Preston – a village which dates back before the Domesday Book. It sits six miles to the East of Hull and one mile from the town of Hedon.

The Academy attracts students from all its surrounding East Yorkshire towns and villages, and staff from even further afield. We are incredibly proud to have a positive and engaged student body and a dedicated and talented team of staff and governors.

Holderness Academy and Sixth Form College is a disciplined and well-organised environment. We have high standards of Academy dress and have clear expectations on punctuality, attendance and behaviour, having recently implemented a Student Positive Discipline Policy. Our students have responded well to the new policy and this is reflected in all aspects of school life with noticeable improvements to student behaviour and attitude throughout the Academy.

We have a strong student and staff voice approach which has impacted significantly on the recent developments in our Academy environment and in approaches to Teaching and Learning and fostering well-being and mental resilience across all teams within our school.

The recent set of student outcomes in 2019 demonstrate that our changes are seeing an impact and improving outcomes for learners, our Progress 8 measure (demonstrating the academic value we have added to student in their time with us from Year 7 to Year 11) improved.

Our supportive approach to developing the whole young person is delivered through our Pastoral Support System which responds to the wider support needs that children living in the modern world may develop. Their tutor is the first point of call but a dedicated Pastoral Manager per year group and a focus Progress Leader are key to our students commenting 'they feel safe in school'. It is the responsibility of all members of staff to keep students safe and this is an essential part of the Academy core business.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. Within the Sixth Form there is a dedicated suite of teaching rooms and facilities, which provide a bespoke Sixth Form College feel. Sixth Form students play a full roll in the life of the Academy, but equally enjoy the advantages of this dedicated provision.

Despite recent challenges related to the OFSTED Inspection of June 2017, the Academy retains a strong community ethos, we very much consider ourselves to be a community comprehensive.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The Academy prides itself on the wide range of extra-curricular opportunities offered to its students. Annually, students take part in a variety of teams, clubs and events. Staff give a great amount of time to supporting students to develop wider cultural experiences through trips and visits and in relation to their academic progress.

Multi Academy Trust

On 1 October 2018, Holderness Academy and Sixth Form College (formerly South Holderness Technology College) joined a multi academy trust, 'The Consortium Academy Trust' (TCAT). TCAT currently comprises of six secondary schools and three primary schools, as well as an associate member, with a total of approximately 7500 learners and a significant staff team.

The Trust was developed to provide a platform to deliver high quality educational experiences for the children and young people within the communities it serves, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.



Aspirational



Resilient



Respectful



Kind

“To inspire and empower young people to make a positive difference today; ready for tomorrow.”

Our Vision & Values

“To inspire and empower young people to make a positive difference today; ready for tomorrow.”

What It Means to be a Holderness Learner

We aim to deliver a broad aspirational curriculum alongside enriching extra-curricular provision. We are eager to provide students with tangible, genuine and invaluable experiences by working with our local community. We endeavour to consistently herald the qualities that we recognise as being essential for the future success of the Holderness Learner; Aspiration, Resilience, Respect and Kindness.

Holderness Learner Values

The Holderness Learner has four strands linked to our core values:

Holderness Explorer – Aspirational

We aim high, complete all work to the best of our ability and support others to achieve the same.

In a changing world, we have to prepare our young learners to achieve great things and compete locally, regionally, nationally or internationally for the future. Our curriculum is designed to give the best exposure to learning opportunities both in and outside of school. As a school, your child will be challenged on an ‘I can’t do it’ attitude to encourage a change in mindset where they learn to think ‘I cannot do it YET!’ This mindset will equip students for the challenges they will face in the future. In becoming a Holderness Explorer, students also learn to be ambitious, tolerant and adventurous.

Holderness Scholar – Resilient

We arrive on time to all lessons with the correct uniform, equipment and ready for learning. We never give up and we love a challenge.

At the Academy, we work hard to unlock potential and develop talent at all levels of ability to ensure that everyone does their best, and that no child is left behind. Developing a 'can do' attitude will ensure students do not give up at the first hurdle and thrive in the face of adversity. In becoming a Holderness Scholar, students also learn to be independent, reflective and hardworking.

Holderness Leader – Respectful

We respect ourselves, all members of our school and wider community, following instructions without question or answering back.

We have high expectations of student's behaviour. We expect that our students look for the good in others and to be honest and trustworthy. This is essential to allow learning and progress. In becoming a Holderness Leader, students also learn to be caring, proud and honest.

Holderness Collaborator – Kind

We value good manners. We are friendly, generous and considerate.

We want to make sure every young person is a happy, confident individual who feels valued so they can make a positive contribution during their time at Holderness Academy & Sixth Form College. Students will face their most significant physical, mental and social changes of their lives during their time with us. Our pastoral programme is designed to support with these changes. In becoming a Holderness Collaborator, students will also learn to be articulate, confident and enthusiastic.



Job Description

Post Reference: TCAT000980
Post Title: Assistant Headteacher – Quality of Education
Pay Scale: L12 – L16
Responsible to: Associate Headteacher

Main Purpose of the Job

To raise standards across all key stages in the Academy in terms of outcomes for all learners (including key groups) as part of the Quality of Education team. To coordinate and lead on whole Academy strategic improvement activities to ensure an appropriate and accessible wider curriculum to meet the needs of all learners and develop the Holderness Learner.

Responsible for

- Securing high standards across the Academy, with specific reference to provision and outcomes for all learners.
- Line management of statutory and wider curriculum and areas to include co-ordinators in Careers, SMSC, BV, RSE and pupil premium.

Strategic Leadership Duties

- Model the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the School and leading by example
- Ensure creativity, innovation and other transformational activities to raise standards in all areas

- Be committed to working in a cohesive, supportive and forward-thinking team of colleagues, which shares an ambitious vision to continue to raise and transform standards and foster a self-improving culture at Holderness Academy and Sixth Form College
- Contribute to the formulation, implementation and development of the Quality of Education in line with aspects of the Academy Development Plan designated by the Headteacher
- Model the ethos, vision and values of the school to promote the Holderness Learner
- Engage staff, realistically and constructively, leading the ongoing review and management of the main pressures on them to support workload and well-being in line with the TCAT Better Together and WellBeing Commitment
- Model effective use of positive discipline
- Account for the standards achieved in the key areas of the Quality of Education to the Governing Body, Ofsted and other external agencies
- Take the role of Appraiser for personnel within the school appraisal structure and Line Manager of a number of departments
- Be prepared to work flexibly and support colleagues in other senior leadership areas
- Secure and sustain high standards of behaviour to support learning
- Promote the effective management of student behaviour and safeguard the welfare of children and young persons
- Work with all stakeholders to develop the school as a community – e.g., supporting school events and out of school hours activities
- Role model exceptional classroom practice and high expectations of learners
- Contribute to Trust collaborations for the benefit of all learners

Specific Responsibility for:

- Ensuring the statutory requirements are met for reporting to parents.
- Analysis of key, school, local and national performance data to ensure priority groups are identified and improvement in attainment, progress and quality of teaching is promoted
- To ensure all internal procedures are completed and understood by staff and students and wider stakeholders
- To liaise with key student support staff regarding intervention programmes and wider curriculum opportunities
- To analyse the impact of interventions across the school and make recommendations
- To analyse and make recommendations on relevant performance data for SLT, Faculty Leaders and Progress Leaders and Board of Governors
- To provide the Headteacher with relevant information on targets and progress for the Governors
- Development of student tracking across groups of students
- Development of SIMS Assessment Manager and SISRA as an effective tool across Holderness Academy & Sixth Form College, offering support within the school where necessary

- Provide support and training for colleagues in developing their classroom practice through the use of attainment and progress data
- To coordinate delivery of personalised learning for key groups of learners.
- Co-ordinate the collection of appropriate student data to set targets, track performance and identify underperforming groups and individuals
- Conduct Annual Financial Benchmarking for Holderness Academy & Sixth Form College to inform financial planning, including a review of Pupil Premium.
- Take a leadership role in the whole school Annual Development Plan resulting in continuous improvements of the organisation
- Keep up to date on the changing national agenda
- Manage the Data Management Team
- Facilitate the development of wider curriculum opportunities and experiences both within and beyond the traditional school day
- Ensure an effective provision for developing learners' social, moral, spiritual cultural understanding, fundamental British Values and healthy relationships
- Ensure a high-quality careers provision for learners
- Ensure an effective wider curriculum provision for all learners, particularly our disadvantaged learners
- Have strategic leadership of wider curriculum opportunities through educational visits
- Academy Development Plan – Annual Evidence trail in area of responsibility to demonstrate impact
- Strategic contribution to whole Academy and Faculty/Departmental self-evaluation procedures and documentation
- Attendance and contribution at relevant Local Governing Body meetings and contribution to the Termly Strategic Team Report
- Support the strategic leadership and development of Teaching and Learning professional development and review across the Academy
- Monitor the safety provision within school and support the strategic delivery of other 'core' curriculum themes (for example Holderness Learner, Holderness Communicator)
- Supporting the Headteacher in the strategic development and management of the ICT Strategy across the school, including the formulation of TCAT working practices to ease communication
- Line Management responsibilities for Teaching areas and also Non-Teaching Areas in accordance with annual review and published responsibilities
- Conduct a review of the impact of the curriculum provision and support the Associate HT in publishing an Annual Curriculum Intent which may be cohort specific with evidence against pre-determined impact criteria
- Make strategic contributions to the Quality of Education team ensuring that the Academy has a coherent strategy for the quality of education for learners which is successful and sustainable
- Work explicitly with major feeder primary schools to ensure the Holderness Academy Curriculum effectively build on knowledge to facilitate progression
- Plan, deliver and evaluate the impact of staff training as appropriate
- Role model high standards of classroom practice, behaviour management and student expectations

People and Community

- Sustain effective, positive relationships with all staff, students, parents, external agencies, governors and the local community
- Support Faculty/Curriculum Area Leaders, other TLR post-holders and Support Staff within the context of school policies, in relation to working practices and relationships to be fostered with students
- Encourage social, moral, spiritual and cultural growth and civic and social responsibility amongst students
- Manage change and innovation

Work Collaboratively

- Manage and develop effective working relationships with all stakeholders
- To work with the Headteacher to develop community cohesion at all levels
- Develop greater links with communities and parents, which are creative and innovative, directly raising lifelong learning aspirations and involvement in their children's learning, in order to raise standards
- Develop greater links with other schools locally, nationally and internationally which impact on standards, ethos and culture

Other School responsibilities

- Display those teacher competencies expected of all Holderness Academy and Sixth Form College teachers with regard to subject knowledge, subject application, assessment, recording and reporting
- Undertake specific, significant roles in the leadership and management of the school
- Develop, organise and hold colleagues accountable in their roles at all levels
- Identify and promote opportunities for sharing best practice in teaching, learning and progress across the Academy
- Ensure that the management of the school through these designated roles is efficient and effective
- Develop and promote policies and procedures that ensure the school's distinctive ethos is reflected in all activities
- Promote the Academy's ethos and culture to the broader community and beyond
- Represent the Academy in appropriate forums locally, regionally and/or nationally
- Assume the appropriate level of responsibility for safeguarding and promoting the welfare of children
- Management of funding/ budgets related to areas of responsibility
- Other duties that might reasonably be required of an Assistant Headteacher
- The post holder will be expected to work within the schools' policies and procedures

The above duties are not exhaustive and the post holder may be required to perform other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of students
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust schools
- Contribute to systems of evaluation and performance of the organisation positively

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This Job Description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.

Personal Specification – Assistant Headteacher (Quality of Education)

Category	Essential	Desirable	Evidence
Qualifications, Training and Experience	<ul style="list-style-type: none"> Degree Level Qualification in the relevant subject area Qualified Teacher Status Proven track record of effective leadership 	<ul style="list-style-type: none"> Higher level leadership qualification Experience of teaching in more than one setting KS5 experience 	<ul style="list-style-type: none"> Application Form Interview References
Skills, Knowledge and Aptitude	<ul style="list-style-type: none"> Track record of successful classroom practice Awareness of safeguarding practices Willingness to be involved in the wider life of the Academy Ability to establish good professional relationships with colleagues at all levels Commitment to own learning Leadership skills 	<ul style="list-style-type: none"> CPD delivery locally / regionally ICT Proficient Budget management experience 	<ul style="list-style-type: none"> Application Form Interview References
Personal Attributes	<ul style="list-style-type: none"> Exceptional communicator Analytical Emotional intelligence Hard working Team player Resilience Sense of humour 	<ul style="list-style-type: none"> Clear vision Positive mental attitude Ambitious 	<ul style="list-style-type: none"> Application Form Interview References

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Further Contact Information

Holderness Academy & Sixth Form College
Station Road, Preston, East Riding of Yorkshire, HU12 8UZ

01482 899315

Chief Executive Officer (TCAT)
Headteacher

Lizann Lowson
Scott Wilson

Email: vacancies@holderness.academy

Website: www.holderness.academy

Twitter: [@HoldernessAcad](https://twitter.com/HoldernessAcad)



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