





**Welcome from the CEO**

Academic Year 2022 /2023

Dear Applicant,

Thank you for taking an interest in the post of Assistant Headteacher based at one of our secondary academies in the trust. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the posts that are on offer at Royds Hall, Thornhill Community Academy and Whitcliffe Mount.

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you and what we want you to do for your team.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for a position within one of our Senior Leadership Teams and I look forward to meeting you soon.

Yours faithfully,



**John McNally**

CEO

**SHARE Multi Academy Trust**

SHARE Multi-Academy Trust is a charitable trust currently consisting of four secondary and four primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Whitcliffe Mount Academy, Cleckheaton, Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley; and Luck Lane Primary Academy, Huddersfield. Our academies are thriving – achieving record results and improving their grades at every OFSTED inspection.

We believe in helping staff and students to achieve their personal best and are keen to recruit the very best talent to our trust. Our trust is the lead partner in the Calderdale and Kirklees Teaching School Hub and as such, we offer our staff a wealth of first class, personal development opportunities as well as providing an excellent induction programme. Training and ongoing support continues at every stage of our colleagues’ careers, to ensure they enjoy working for the trust. We also run internal career progression programmes for aspiring middle and senior leaders.

More than seven hundred people work hard across the trust to ensure we provide the very best education and service to all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

**The Central Services Team**

The Central Services Team is a key part of the trust’s infrastructure, allowing Headteachers and Senior Leaders can focus upon providing a great experience for our pupils. We provide first class finance, HR, ICT and operations support.

**Assistant Headteacher Opportunities within our secondary academies**

We have three assistant headteacher opportunities available:-

* Royds Hall Academy – Assistant Headteacher responsible for the Quality of Education.
* Thornhill Community Academy – Assistant Headteacher responsible for Quality of Education/Inclusion.
* Whitcliffe Mount School – Assistant Headteacher responsible for Inclusion.



**Assistant Headteacher**

 **Generic Role Profile**

# SUMMARY

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| ­Role title | Assistant Headteacher  | Reporting to | Headteacher |
| Section | (Academy to be confirmed) | ***Start date*** | Easter 2023/Sept 2023 |
| Contract type | Full-time/permanent | ***Grade / salary*** | Leadership scale  |

# JOB DESCRIPTION

## Overall purpose of the role

* Assist and contribute to the strategic leadership of the academy, contributing to the trust’s strategic objectives;
* Under the direction of the Headteacher and Deputy Headteacher, be accountable for a designated area of responsibility **(to be agreed**);
* Contribute to the operational running of the academy.

## Safeguarding requirements

This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.

# STANDARDS TO BE ACHIEVED

The standards follow those described in the [National Standards for Headteachers 2020](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020).

The post holder will also be expected to achieve any national standards described by the Department for Education or the Teaching Schools Council.

## Ethics and Professional Conduct

The Assistant Headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers’ standards and be responsible for providing the conditions in which teachers can fulfil them.

The post holder must uphold and demonstrate the [Seven Principles of Public Life](https://www.gov.uk/government/publications/the-7-principles-of-public-life) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

* selflessness
* integrity
* objectivity
* accountability
* openness
* honesty
* leadership

The post-holder must uphold public trust in trust leadership and maintain high standards of ethics and behaviour. Both within and outside trust, the Assistant Headteacher must:

* build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
* show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
* uphold fundamental British valuesincluding democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensure that personal beliefs are not expressed in ways which exploit their position, students’ vulnerability or might lead students to break the law

As a senior leader in the trust community and profession, the post-holder must:

* serve in the best interests of the trust’s students
* conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
* uphold their obligation to give account and accept responsibility
* know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
* take responsibility for their own continued professional development, engaging critically with educational research
* make a positive contribution to the wider education system

## Teaching

Within the Academy, help to:

* establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
* ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
* ensure effective use is made of formative assessment

## Curriculum and assessment

Within the Academy, support teachers and leaders, so they are able to:

* Deliver a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
* Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
* Ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
* Ensure valid, reliable and proportionate approaches are used when assessing students’ knowledge and understanding of the curriculum

## Behaviour

Within the Academy, support teachers and leaders to:

* Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
* Deliver high standards of student behaviour and courteous conduct in accordance with each school’s behaviour policy
* Implement consistent, fair and respectful approaches to managing behaviour
* Ensure that adults within the trust model and teach the behaviour of a good citizen

## Additional and special educational needs and disabilities

Within the Academy, support teachers and leaders to:

* Hold ambitious expectations for all students with additional and special educational needs and disabilities
* Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
* Ensure schools work effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
* Ensure schools fulfil their statutory duties with regard to the SEND code of practice

## Professional development

Within the Academy:

* Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of school improvement, team and individual needs
* Encourage leaders to prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development

## Organisational management

Within the Academy:

* Help to ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
* Help ensure effective safeguarding policies and practices are in place
* Help ensure staff are deployed and managed well with due attention paid to workload

## Continuous improvement

Within the Academy:

* Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
* Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to schools’ contexts
* Help ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## Working in partnership

* Ensure teams work successfully together in a climate of mutual challenge and support
* Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
* Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

## Governance and accountability

* Where appropriate give account and accept responsibility for progress to the board
* Help ensure that staff know and understand their professional responsibilities and are held to account
* Ensure the SEND and Safeguarding effectively and efficiently operates within the required regulatory frameworks

# OPERATIONAL MATTERS

## Leadership

* Directly manage key staff with area of responsibility
* Leadership responsibilities to be determined in line with portfolio.

**Area of responsibility**

|  |  |
| --- | --- |
| **Quality of Education** | **Inclusion** |
| * Support the strategic development of the curriculum, leading on quality assurance and student outcomes;
* Working under the direction of the Headteacher/Deputy Headteacher to support staff in developing outstanding teaching and learning that enriches and develops a plethora of knowledge that will allow our students to have happy and successful lives;
* Lead the evaluation of the effectiveness of the academy’s performance, triangulating quality of education in terms of curriculum breadth, depth and reach with teaching/learning and student outcomes;
* Line manage a team of staff, including middle leaders, undertaking appraisals to evaluate performance and set challenging targets to benefit the academy;
* Ensure colleagues are clear about their roles and the contribution they need to make to the academy’s success;
* Coach and support colleagues, helping them to achieve their personal best;
* Challenge staff underperformance or low expectations;
* Manage a budget, using resources to achieve the maximum educational benefit for the best value for money.
 | * Support the strategic development of the curriculum, leading Pastoral Care, Inclusion (SEND support), Alternative Curriculum, Looked After Children, Transition and Safeguarding;
* Working under the direction of the Headteacher/Deputy Headteacher ensure that the academy’s curriculum is in line with the National Curriculum for our SEND and vulnerable students;
* Lead on ensuring that the academy is inclusive and that all students have the opportunity to fulfil their potential;
* Line manage a team of staff, including middle leaders, undertaking appraisals to evaluate performance and set challenging targets to benefit the academy;
* Ensure colleagues in the inclusion team are clear about their roles and the contribution they need to make to the academy’s success;
* Coach and support colleagues, helping them to achieve their personal best;
* Challenge staff underperformance or low expectations;
* Manage a pupil premium budget, using the resources to achieve the maximum educational benefit for the best value for money.
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| **Person Specification** | **Essential or****Desirable** |
| 1. Educated to degree standard with QTS
2. Successful teaching experience, able to use data to support learning, set targets and monitor and evaluate performance
 | EssentialEssential |
| 1. Successful experience as a middle leader, managing, leading and appraising an effective team in the secondary sector
 | Essential |
| 1. Ability to lead, motivate, challenge and inspire staff
 | Essential |
| 1. Success in raising student attainment through review, evaluation and intervention
 | Essential |
| 1. Good understanding of statutory frameworks for schools, such as the OFSTED handbook
 | Desirable |
| 1. Able to communicate effectively to establish professional positive relationships with all academy and trust stakeholders
 | Essential |
| 1. Able to develop strategies for improving the teaching & learning in a school.
 | Essential |
| 1. Can demonstrate commitment to an educational vision and values which are in line with those of the trust
 | Essential |
| 1. Outstanding interpersonal skills.
2. Excellent behaviour management skills
3. Ability to coach others to improve leadership & teaching
4. Commitment to the safeguarding of children and young people
 | EssentialEssentialEssentialEssential |
| ***Other (Physical, mobility, local conditions)*** |
| 1. Good role model in terms of promoting trust aims and values, together with professional standards for teachers and leaders.
 | Essential |
| 1. Is willing to work flexibly within scope of overall hours, e.g., evening meetings.
 | Essential |
| 1. Willing to work at other academies within the trust for short or medium-term placements.
 | Essential |

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| Signatures |
| Approved by: CEO Approved by: Post Holder/or Representative  |

January 2023

To apply, please complete a trust application form available on the SHARE MAT website, which can be found on our career site here:

[Share Multi Academy Trust - Vacancies (sharemat.org)](https://www.sharemat.org/page/?title=Vacancies&pid=10)

**Closing date: 30th January 2023 at 9am**

