

CANDIDATE PACK

Assistant Headteacher – (Sixth Form)
Brinsworth Academy



Richard Fletcher
Chief Executive Officer



Welcome

My name is Richard Fletcher and I'm the CEO of the New Collaborative Learning Trust. My job involves working with Trust Leaders and Directors, to set the vision and values for the Trust, agree its strategic priorities, along with building a culture where each college and school sees itself as being part of something bigger. This is how we strategically fulfil our expectation that every young person in the Trust matters.

On a day-to-day basis I work with the Principals and senior staff in each of the Trust's 3 Colleges: New College Bradford, New College Doncaster and New College Pontefract, our 3 Secondary Schools; Brinsworth Academy, Wingfield Academy and Dinnington High School, and our 3 Primary Schools: Anston Greenlands Primary School, Redscope Primary School and Thorpe Hesley Primary School, all based in Rotherham/Sheffield.

One of the reasons why we formed the Trust was to share the successful educational model established at New College Pontefract. This journey has now taken us to the communities of Doncaster, Bradford, Rotherham and Sheffield, in the heart of Yorkshire. We genuinely believe in the power and influence of education and everything we do centres around our students receiving a first-class education and student experience.

We want to make a significant difference to the lives of young people and ultimately make a positive contribution to social mobility. We also believe that working in a Multi-Academy Trust significantly benefits all of our students and staff, and enables us to achieve the goals we set ourselves each year.

I'm proud to say that we are a successful Trust, because we ensure our students are taught by the very best teachers. Our educational model is distinctive, evidence-based and proven to work.

In all of our institutions, student outcomes remain a priority, as achieving outstanding results will open doors in the future and allow our students to progress to their preferred destinations. The question we have asked ourselves many times over the years is 'Are strong outcomes enough?' And the answer is simply no! This is why the Trust's strategic plan for the next 3 years states that we must establish a moral balance between pursuing outstanding outcomes and developing our students both personally and socially. This is why we offer many experiences in and outside of the classroom. We hope every young person will benefit from achieving academic success whilst at the same time developing as a well-rounded individual, ready to contribute positively to society.

The ultimate aim is that students leave our Colleges and Schools exceeding expectations, building the necessary skills and progressing to their next phase of education or meaningful employment. Because our Trust is committed to collaboration, our teachers regularly share good

practice and work together to ensure our students are in a strong position to compete against the highest performing students in the country. We strongly believe that no young persons' future should be determined by the circumstances into which they are born.

To finish, I feel it's important to outline the Trust's Teaching for Learning vision, as this is what really underpins our culture.

With this, we aim to:

1. Equip every student with the knowledge, skills and behaviours necessary to achieve outstanding outcomes.
 2. Build a deep understanding and common language around how we learn.
 3. Bring together the best available evidence around memory and learning, in a coherent set of actionable principles.
 4. Foster a culture of continuous improvement in which it is every teachers' obligation to improve their practice.
 5. Provide personalised, evidence-informed CPD, to focus the development of teachers on aspects of their practice that will have the greatest impact on their students.
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Brinsworth Academy is a vibrant, inclusive academy at the heart of its local community. We work hard every day to ensure that our students are given the opportunity to Achieve Excellence. We understand that excellence looks different for each individual and we strive for everyone in our school to be the best version of themselves. Our school operates as a team, serving our local communities and we have a fantastic staff team that is supportive, dedicated and highly skilled. We welcome visits from prospective candidates - come and meet us and see what Brinsworth Academy can offer.

About the Trust

Our vision can only be achieved through collaboration. Our shared belief is that raising outcomes, narrowing gaps and improving social mobility will be accomplished through proactive collaboration across all teams in the Trust, and between the Trust and its key stakeholders. The Trust's culture is further exemplified by its five core values, which characterise the way we seek to work.



Vision and Culture

WHY?

Our Vision: Our Colleges and Schools will make a significant difference to the lives of young people. As a result, together we will make a positive contribution to social mobility.

Our Commitment: To provide an outstanding, consistent student experience through collaboration.

Our 4 Priorities

WHAT?

Student Achievement



Student Personal Development



Contribution to Social Mobility



Student and Staff Well-being



Our Values: The 5 Cs

HOW?

Candour

To be open, honest and fair to everyone

Challenge

To have high expectations of ourselves and each other

Collaboration

To learn from each other for the benefit of all

Commitment

To be dedicated, resilient and strive for continuous improvement

Care

To be considerate of others and their needs



Opening doors to a brighter future

Our Schools and Colleges

NCLT currently comprises of 9 schools and colleges including three sixth form colleges, three secondary schools and three primary schools.

Colleges



Secondary Schools



Primary Schools



Employer of Choice

- NCLT was crowned 'Employer of the Year' at the 2023 MAT Excellence Awards - these national awards celebrate the very best performers from over one thousand MATs across the country.
- A strong commitment to staff wellbeing as outlined in our Staff Wellbeing Charter.
- Access to high quality professional training, both in-house and externally, to support your professional development.
- Attractive pension scheme.
- Additional benefits such as a cycle to work scheme and a technology scheme, and an Employee Assistance Programme.
- A culture of self-reflection and improvement to meet the needs of our staff.



**Employer of
the year**



How to Apply

All applications should be made by completing the NCLT application form. These can be downloaded from the vacancies page on our website, <https://nclt.ac.uk/vacancies/>. Completed application forms should be submitted to recruitment@nclt.ac.uk.

If you have any questions about the recruitment and selection process please email recruitment@nclt.ac.uk, alternatively you can call 01977 802783.

NCLT has a commitment to safeguarding the welfare of students and all successful applicants will be subject to pre-employment checks including an Enhanced DBS check. All shortlisted candidates will also be subject to online checks in accordance with safer recruitment guidance. It is an offence to apply for this role if the applicant is barred from regulated activity relevant to children.

Job Description

Post: Assistant Headteacher (Sixth Form)

Responsible to: The Headteacher / Deputy Headteacher

Trust Strategic Lead: Executive Director of Post-16 Education

Paid on: School Leadership Pay Scale Points L12-L16

Start Date: September 2025

Overall Purpose of the Post

To contribute to the wider leadership of the school and the work of the senior leadership team.

To provide strategic and operational leadership of the sixth form, ensuring that culture, standards, systems, teaching and learning, intervention and support (both academic and pastoral) enable students to successfully complete their courses and make strong progress from their starting points. The post-holder will ensure that through curriculum delivery and wider opportunities within the sixth form, students develop the skills, confidence, aspiration and behaviours necessary to succeed both in sixth form study, but also in higher education, employment and further training, and as citizens in modern Britain.

Main Duties

Collaboration

- Provide operational direction and leadership of the school's sixth form and work closely with senior leaders within the school and in the trust to establish strategic priorities.
- Report to the Headteacher and Executive Director of Post-16 Education about issues relating to the sixth form.
- Participate actively in trust-level post-16 meetings and collaborative decision-making, where applicable.
- Ensure that sixth form staff participate in collaborative meetings and joint decision-making opportunities.
- Ensure that trust-wide agreements relating to sixth form issues are understood and implemented within the sixth form and that there is fidelity with wider trust-wide systems, processes and culture.
- Proactively encourage collaboration and mutual support of post-16 staff, acting as a key point of contact between the sixth form and colleagues in other post-16 settings within the trust.
- Proactively engage with staff to help support the process of change within the sixth form, to develop a shared understanding of where changes are needed and desirable, and to use their views, experience and expertise to support further improvements over time

Curriculum Offer, Admissions and Marketing

- Working in collaboration with senior school and trust leaders, ensure that the sixth form provides a suitable and appropriate curriculum offer which meets the needs and aspirations of students, and which appropriately links to regional economic needs.
- Ensure that sixth form entry requirements, exam boards and unit delivery align fully with those in the trust and that they are correctly implemented, and that relevant teaching staff and leaders contribute to collaborative activities and decision-making in relation to these matters.

- Manage and organise events which relate to marketing, admissions and enrolment, and results day, ensuring that key processes mirror those in place within the trust. This includes taster activities, open events, applications, interviews and conditional offers, induction and enrolment.
- Liaise with the Trust Marketing Team to develop marketing resources and activities for the sixth form, including the prospectus, marketing of open events, and the effective use of social media to promote the sixth form more widely.
- Ensure that robust systems are in place within the sixth form for managing course changes or changes in programme size.

Standards, Behaviour, Attendance and Retention

- Create a strong ethos and culture in the sixth form, ensuring that teachers maintain the highest of standards and expectations, and that students establish clear and appropriate routines and behaviours for learning both within and outside of lessons. Take an active role in more serious cases of poor student attendance, behaviour or engagement, whilst ensuring that other staff are fully and effectively carrying out their responsibilities with respect to behaviour and attendance systems.
- Implement a post-16 student code of conduct and formal action system which has appropriate alignment with that in the trust sixth form colleges, but which is suitable for a school settling. Ensure that the code of conduct and formal action system are fully understood by students, parents and staff and implemented correctly and consistently.
- Carry out quality assurance activities in order to recognise and celebrate success, share good practice, and challenge circumstances where staff or students are not meeting core standards and expectations, where there are concerns about the quality of provision, or where student behaviours for learning and not being sufficiently developed, supported or challenged.
- Regularly track attendance and punctuality at sixth form level, at individual student level, by student categories, and at course level, to ensure high levels of attendance and punctuality and ensure that staff are taking appropriate actions to address poor attendance or poor punctuality in the sixth form.
- Track in-year retention at sixth form level and course level and to advise senior leaders and heads of department accordingly.
- Develop and promote strategies to bolster student retention, including through the identification of students at greater risk of withdrawing, and by managing a 'green light' system in the first half term of Year 12.
- Ensure that staff engage frequently and effectively with parents to address issues of concern. Manage the Year 12 and Year 13 Parents' Evenings and proactively support high parental attendance, particularly students who are deemed to be at risk.

Outcomes, Accountability and Quality Improvement Planning

- Actively participate in results review meetings after the publication of summer results, with Heads of Department, to evaluate published results, as requested by the Headteacher or trust leaders.
- In conjunction with the Headteacher and other senior school and trust leaders, establish and track clear and measurable performance targets and metrics within the sixth form.
- Ensure that each sixth form course has a quality improvement plan for the year ahead, which is robust, challenging and achievable, and to advise where additional support might be required or which might be sourced within the school or within the trust. Ensure that Heads of Department evaluate progress at key points in the academic year and provide feedback to senior leaders as required.
- Prepare a self-assessment report (SAR) and Quality Improvement Plan (QIP) for the sixth form as a whole, monitor its progress throughout the year, and report to the Headteacher and other senior school and trust leaders about the progress being made.

- Oversee the work of the Quality Nominee and Lead IVs to ensure compliance with assessment and verification processes of the relevant awarding body, addressing concerns with Heads of Department where necessary.

Teaching, Learning, Assessment, Progress and Academic Intervention

- Ensure that robust systems are in place to quality assure teaching, learning and assessment in the sixth form.
- Work in partnership with senior leaders and Heads of Department by contributing to formal lesson observations, informal learning walks and quality assurance activities to evaluate the quality of teaching, learning, assessment, and general standards and culture within the sixth form, and to provide (or signpost) support and additional guidance where necessary.
- Ensure that expectations in terms of directed independent learning are fully understood and adhered to by students and staff.
- Ensure that programmes of study (and their implementation), assessment schedules, assessments and grade boundaries align with those established within the trust, and that relevant teaching staff and leaders contribute to collaborative activities and collective decision-making in relation to these matters.
- Ensure that teachers participate fully in trust collaboration meetings, including standardisation and moderation activities.
- Ensure that sixth form data collections are completed fully and properly, in line with schedules and trust arrangements.
- Track in-year assessment data, benchmarking against other post-16 providers within the trust, reporting to senior leaders and trust leaders, and addressing any issues of concern with Heads of Department.
- Ensure that there are appropriate systems in place, which are properly implemented, to provide academic support and intervention after formal assessments for students that are not making expected progress, or when necessary, during the year.
- Implement a series of student perception of course student surveys (SPOCs), in line with trust arrangements, to inform discussions about teaching, learning and student experience.
- Liaise with the school's SENDCo to ensure that the needs of students with additional needs, or access arrangements, are appropriately supported within the sixth form.

Pastoral Provision, Student Personal Development and Progression

- Provide line management to post holders involved in the delivery of pastoral provision, tutorial delivery, careers and progression support within the sixth form
- Have oversight of pastoral casework with students, providing closer support and involvement in more complex or serious cases, and liaising with the designated safeguarding lead (DSL) where appropriate.
- Have oversight of the sixth form tutorial programme, working collaboratively within the trust to ensure a trust-wide programme which includes localised adaptations within parameters which are agreed collectively.
- Quality assure the delivery of the tutorial programme, pastoral provision, and post-16 careers guidance.
- Ensure that within the sixth form, students have good opportunities to engage with higher education providers, apprenticeship providers and employers, to support them to make well-informed decisions about the future.
- Track the intended destinations of students and use this information to ensure targeted support, guidance and intervention are provided within the sixth form.
- Maintain the UCAS online applications system and ensure that appropriate systems are in place within the sixth form to ensure that students receive appropriate support, advice and guidance in relation to applications to higher education, apprenticeships and employment, and that appropriate systems are in place to support student references. Provide oversight of the work

- carried out by sixth form staff in relation to UCAS.
- Ensure that suitable support is provided and arrangements are in place for students applying to particularly competitive universities and courses, including those with separate or additional admissions arrangements and exams or which require specific work experience, such as Oxbridge and Cambridge, and for courses such as medicine, veterinary science, dentistry and teaching.
 - Track the actual destinations of students and report this to senior leaders.
 - Ensure that effective arrangements are in place within the sixth form for students that wish, or need, to carry out work placements.
 - Ensure that each sixth form course plans and delivers a suitable student development programme with wider opportunities such as trips, visits, guest speakers, competitions, extra-curricular activities, engagement with universities, engagement with employers and apprenticeship providers.
 - By liaising with staff, seek to develop wider extra-curricular enrichment opportunities in the sixth form.
 - Lead the development of employability skills within subject delivery (OPTIC) and promote student appreciation of the wider transferable skills they are developing

Core Senior Leadership Standards & Other Duties

- Actively support, as well as strategically develop and maintain, academy policies and practices that promote high expectations, high achievement and inclusion through effective teaching, learning and behaviour strategies.
- Energetically support the leadership of an agenda of significant change, to raise standards and outcomes in all areas of academy life as it moves to become outstanding.
- Work with the headteacher to develop and sustain a challenging and clearly articulated vision for the academy, which sets high standards for all students, and which is understood, shared and acted upon effectively by students, staff and the Trust Board.
- Demonstrate the mission and values of Brinsworth Academy in everyday work and practice. To motivate and work with others to create a shared culture and positive climate.
- Maintain an agenda of high standards that is 'child centred, progress focused', and to do so without complacency or compromise.
- Ensure the sustained raising of aspiration, achievement and attainment is met through an inclusive, nurturing and innovative lifelong education environment.
- Be a visible presence and high-profile member of the academy's senior leadership team, modelling the highest professional standards and supporting all staff to maintain an environment that allows students to grow and thrive.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop a culture of responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with the academy appraisal and capability policies and procedures.
- Build a collaborative professional learning culture within the academy.
- In conjunction with the headteacher, endeavour to recruit and retain ambitious, hardworking and well qualified staff.
- Develop and maintain effective strategies and procedures for staff induction.
- Undertake a teaching commitment and model outstanding classroom practice
- The post holder will be subject to appraisal objectives agreed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the headteacher.
- The post holder will take on any whole school initiative or responsibility that the headteacher may direct.

- The post holder will deputise in the absence of the headteacher.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
- The post holder will conduct daily duties during instructed times, as instructed by the headteacher.
- The post holder will attend weekly senior leadership team meetings.

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the school/trust, and only after consultation with you.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the trust as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the trust's mission and strategic objectives and to demonstrate its values through their behaviour.

Person Specification

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Experience as a middle leader of a secondary school / college • Ongoing engagement on leadership development • Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for students, staff and governors • Track record of delivering and sustaining progressive improvements in areas of responsibility • Experience of implementing a successful school-wide or departmental strategy • Evidence of successful management of data provision • Experience of successful and robust staff management 	
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Qualified to degree level 	
Teaching and Learning	<ul style="list-style-type: none"> • Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential • Ability to develop effective relationships with students and staff • Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively, to achieve desirable outcomes • Strong ability to present to a wide range of audiences • Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information • High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities 	

	<ul style="list-style-type: none"> • Strong resilience to operate in a challenging environment • Readiness to seek and respond to advice and guidance • Excellent collaborative working skills to perform effectively as part of the wider leadership team • Expert and robust people management and leadership skills; to lead by example • Determination to promote equality of opportunity throughout all aspects of academy life • Ability to set, expect and monitor excellent standards • Strong ability and drive to achieve challenging personal and organisational goals 	
Personal Skills and Qualities	<ul style="list-style-type: none"> • Detailed knowledge of areas included in the job description • Full knowledge of the current Ofsted Framework • Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets • Knowledge of legislation and best practice in academy management and development • Knowledge of effective technologies to support teaching, learning and management • Up to date knowledge of suspensions and permanent exclusion legislation and processes • Relentless energy • Unashamedly ambitious for all students • Bothered • Emotionally intelligent and responsive to feedback 	<ul style="list-style-type: none"> • Knowledge and understanding of the role of the Governing Body • Successful experience of working with Governors
Additional Factors	<ul style="list-style-type: none"> • Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice 	