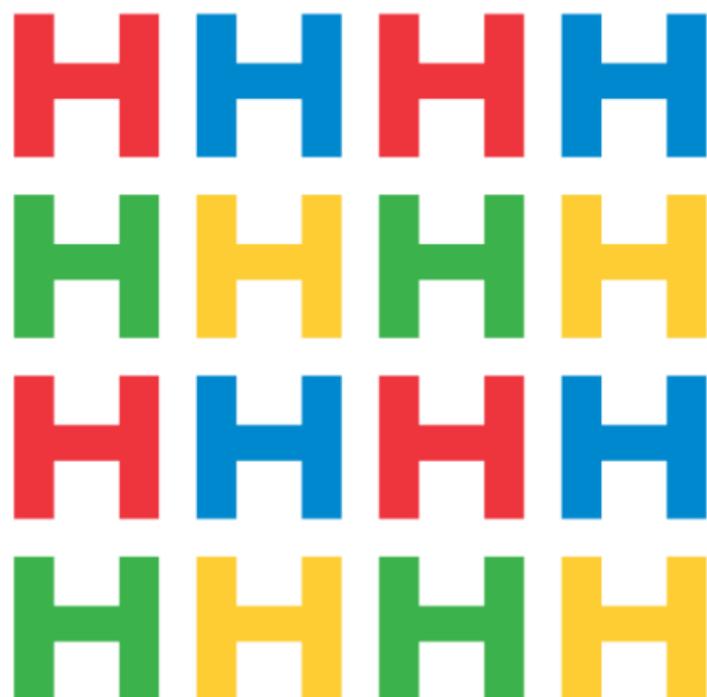


Briefing Pack for Applicants Assistant Headteacher – Teaching and Learning



HANDSWORTH GRANGE
COMMUNITY SPORTS COLLEGE

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



Contents

Section 1: Post Advertisement.....	1
Section 2: Letter from the Chief Executive – Bev Matthews.....	3
Section 3: Letter from the Headteacher	4
Section 4: About our Trust.....	6
Section 5: Valuing our Staff	10
Section 6: Job Description.....	13
Section 7: Person Specification.....	19
Section 8: The Appointment Process.....	22

May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Assistant Headteacher – Teaching and Learning
Location: Handsworth Grange Community Sports College
Salary: Leadership Pay Range, L13: £69,596 to L17: £76,772 gross per annum
Contract: Permanent, full-time
Start date: 01 September 2026

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision and employs just over 1000 staff. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

Handsworth Grange Community Sports College is an oversubscribed 11-16 school in the southeast of Sheffield. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint an Assistant Headteacher for data and student outcomes; the successful candidate will be responsible for strategic leadership of all areas of data and outcomes across the school. This appointment is a key opportunity to join a highly supportive, passionate, committed, and experienced team who lead ethically and morally and with the best interests of all students at the centre of all decision making. Applications are welcome from colleagues with the drive and commitment to consistently pursue the highest standards and those who will bring an innovative, inspiring, and challenging approach to whole school leadership.

We are looking for someone who:

- Is a proven leader with experience in developing strong and impactful teaching and learning.
- Can motivate, inspire, and innovate.
- Has ambition for becoming a Headteacher or system leader.
- Is committed to changing the life chances of all young people; especially the hardest to reach.

In return we can offer you:

- a strong commitment to your ongoing professional development.
- mentoring by and support from an experienced Headteacher, senior team and central Trust staff.
- the opportunity to work collaboratively with other school leaders throughout the Trust.
- the chance to make a real difference to the lives of our inspiring children and young people.

- access to other employee benefits offered by our Trust.

The closing date is at 9am on Tuesday 24 March 2026 and the interview process will take place on Thursday 16 April and Friday 17 April 2026.

Candidates are encouraged to have an informal discussion about the role with Ms Mattock, Headteacher. Visits to school are encouraged. Further information is available by contacting Alison Keeton- Headteachers PA via e-mail akeeton@handsworth-mlt.co.uk.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the Trust website www.minervalearningtrust.co.uk **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the Southeast of Sheffield. Our mission is to provide an exceptional education for every student, every day. To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

Here at Handsworth Grange, we understand the power of education to transform lives, communities, and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

We are fully inclusive and have a strong family ethos. Our student population is diverse, and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values:

- Be Brave
- Be Kind
- Be Present

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role, we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission, then we look forward to receiving your application.

Suzy Mattock
Headteacher

Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So.... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other, and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character, and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.

Section 4: About our Trust

Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit.' As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment.
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites.
- The Board of Trustees, who are appointed by the Members, are the governing body of the Trust. Every other governance group is a sub-committee, including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014 with the vision of providing outstanding education for students from a wide variety of backgrounds across Sheffield.

During 2017/2018, the Trust united four secondary schools to establish a strong partnership, supporting the teaching and learning of approximately 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, enhancing post-16 provision in the north of the city. This growth continued in September 2021, when Woodthorpe Primary School became the Trust's first primary school, marking the beginning of an exciting expansion into the primary phase.

In 2024, the Trust merged with another Derbyshire-based trust, adding three primary schools and one secondary school with post-16 provision. This expansion significantly increased our student population to 7,500, further strengthening our commitment to delivering high-quality education across all phases.

As a growing Sheffield and North Derbyshire-based Multi-Academy Trust, we believe that we are stronger together. Each school within the Trust has its own unique strengths, and we celebrate their diverse qualities. We are passionate about ensuring all students experience a happy and fulfilling education, reaching their full potential.

Minerva Learning Trust is led by Chief Executive Officer Bev Matthews and Chair of the Trust Board, John Doyle. Bev is an experienced Headteacher and School Improvement Leader, while John is an experienced Governor, having previously served as a senior leader in the local authority.

The Trust employs just over 1000 staff across our schools and central services, and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

What We Do

Our aim is to deliver an outstanding education for all students, staff and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

Why We Exist

As a Trust, our mission, vision, and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Our Mission, Vision, Values and Beliefs

OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together'

WORKING TOGETHER

Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.

LEARNING TOGETHER

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

OUTSTANDING TOGETHER

Our students, staff and stakeholders work tirelessly and efficiently to develop an outstanding quality of education in all our schools.

OUR VALUES

Our values underpin all of the work that we do and the decisions that we make.

INCLUSION

We place the needs of our students at the heart of everything we do and we all support and encourage each other.

INDEPENDENCE

We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other.

RESPECT

We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.

SUCCESS

We celebrate and communicate our successes; share good practice and we all promote a culture of continuously learning from each other.

OUR BELIEFS

We believe that:

- we will have a significant impact on young people in our region by providing an outstanding provision
 - we can empower existing and aspiring leaders to drive school improvement
- through quality of education we can support students to be successful in life after school and to positively contribute to society
 - a child's background and circumstances should not pre-determine their future
- we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom

Our Schools

We are very proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this means that we have schools in close proximity to each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.



Schools within our Trust are listed below, alongside an overview of their context.

Academy	Headteacher	Age range	Pupil Admission Number
Barrow Hill Academy	David Smith	2-11	118
Chapelton Academy	Dom Pinto	16-19	300
Dunston Primary and Nursery Academy	Louise Parker	2-11	270
Ecclesfield School	Richard Walkden	11-16	1750
Handsworth Grange	Suzy Mattock	11-16	1025
High Storrs School	Claire Tasker	11-18	1680
Netherthorpe School	Rachel Sutcliffe	11-19	907
Stocksbridge High School	Dave Williams	11-16	900
Whittington Moor Nursery and Infant Academy	Lauren Kay	2-7	120
Woodthorpe Community Primary School	Dave Smith	3-11	455

Section 5: Valuing our Staff

Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students, and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

Emotional Pillar

- An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.
- Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.
- Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.
- Work-life Balance Policy and Charter which ensures staff are able to manage their workload.
- Job opportunities shared across the Trust.
- CPD and networks for teachers and support staff.
- Staff voice including an annual Trust-wide survey.
- Supportive arrangements including induction for new staff.
- Open door policies for SLT.
- Line manager support through regular 1:1 and team meetings.
- Clear expectations for all staff (e.g. Code of Conduct and professional standards).
- Access to onsite Mental Health First Aiders.
- An MLT Wellbeing ROUTES CPD programme.

Social Pillar

- Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).
- CPD and networks for teachers and support staff.
- Working partnerships with local and regional union representatives.
- Approaches across the Trust to celebrate staff as individuals and as a team.
- Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance
- Designated social spaces in each school to allow time for rest and reflection.
- A designated Wellbeing Working Group in each school.
- A clear Equality Statement and community that is proactive in supporting diversity and inclusion.
- A commitment to collect, analyse and respond to exit interview findings.
- Dedicated mentoring support for NQTs and a buddy system for all new staff.
- Access to coaching support as part of the Trust's professional development programme.



Physical Pillar

- Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).
- Occupational Health referrals.
- Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.
- Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.
- Support for the Cycle to Work Scheme.
- Individual Risk Assessments for staff facing challenges.
- Wellbeing initiatives include cross Trust events.
- A commitment to review workload regularly and make changes where possible.
- Access to free eye tests for routine users of Display Screen Equipment.

Financial Pillar

- Support for courses to prepare for retirement.
- Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).
- Access to pensions advice and additional voluntary contributions.
- Ensuring that redundancies are a last resort when budgets necessitate changes.
- Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.
- Support for the childcare voucher scheme for eligible employees.
- Employer rate and arrangements for deduction from employee s pay through payroll for health care e.g. Westfield Health.



Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

Culture Matters

We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.

Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.

The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.

The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.

Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.

Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.

Additional provision is strategically planned for revision sessions with an identified need in mind.

Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.

TIME Matters

No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.

Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.

Restrictions are set on who can send whole staff Trust and school emails.

Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.

Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.

Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.

Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.

Duties, including detentions, are shared equally amongst staff.

Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.

PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.

CPD Matters

Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.

Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.

The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.

All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.

Department development time during the last term of the year to support strategic planning and development for the year ahead.

CPD time for strategies to manage workload and how to manage what we expect from ourselves.



Communication Matters

Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.

Briefings focus on training staff and sharing key/important messages.

Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.

Capture staff voice on workload.

Regular meetings with Union representatives to ensure that all is well across the school.

Meet the needs of family life, ensuring emotional and family wellbeing is supported.

Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.

Wellbeing Committees within each school/team encourage to monitor and discuss workload issues.



Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities, and access to external courses are just a taster of the wide range of opportunities on offer to all our staff.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance related pay to one which focuses upon the personal and professional developments needs of all individuals to ensure the best possible outcomes for all our young people.

Health and Wellbeing Services

The Trust provides health and wellbeing support through the Schools Advisory Service (SAS), offering staff access to a wide range of services, including free counselling, 24/7 GP appointments, physiotherapy, nurse support and guidance, men's health resources, the SAS Gym, weight management programs, and additional counselling services.

DSE Eye Tests

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day to day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

Pension Schemes

All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

Salary Sacrifice Schemes

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.

Section 6: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Assistant Headteacher: Teaching and Learning
GRADE/SALARY	Leadership Pay Range - L13 to L17
HOURS/WEEKS	Full time
LOCATION	Handsworth Grange Community Sports College
RESPONSIBLE TO	Headteacher
RESPONSIBLE FOR	<ul style="list-style-type: none"> • All aspects of school improvement. • High standards of classroom practice. • Developing a positive climate for learning where all students are valued and celebrated. • Embedding a whole school culture of positive behaviour, culture, ethos, and attitudes. • Driving up standards in all aspects of school life to enable us to fulfil our mission.
PURPOSE OF THE JOB	To perform the duties of Assistant Headteacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Graduate with Qualified Teacher Status • Evidence of leadership preparation through Continuous Professional Development.

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

Core Purpose:

Under the direction of the Headteacher and Deputy Headteacher in charge of Quality of Education.

- To perform the duties of Assistant Headteacher and school Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.
- To support the Headteacher and Deputy Headteacher in providing vision and dynamic and professional leadership for the school to ensure high quality, inclusive and comprehensive education for all its students.
- To model and uphold the school and Trust's mission, vision, values, and beliefs and ensure they are embedded in all areas of the school.
- To contribute to effective strategic planning, self-evaluation, and whole school improvement of the school.
- Assist the Headteacher in the day-to-day running of the school and ensure the strategic planning, delivery, and evaluation of events in accordance with the school calendar.
- To inspire, challenge, motivate and empower all members of the school community to contribute to carry the vision forward.
- To contribute to the effective management of the school's resources and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff.
- To promote the school in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools.

Specific Responsibilities:

Teaching and Learning

- Create and communicate a shared vision, ethos and strategic plan for the development of quality first teaching across the school, based on the most up to date research and practice.
- Strategically develop and implement a high quality, research based CPD programme, which consistently raises the standard of teaching and learning across school.
- Lead the continuous drive towards high quality, consistent teaching and learning through regular teaching and learning briefings, focused on key teaching priorities.
- In conjunction with other senior leaders, embed effective quality assurance process for the quality of teaching and implementation of the curriculum.
- To derive and deploy the school's overarching evidenced-based professional development programme.
- Support the promotion of an environment characterised by an outstanding, and ever improving attitude to learning in all students, driving them to take pride in their school, have respect for others and respond positively to the high standards expected of them.
- Coaching and mentoring of staff to develop their curriculum knowledge, pedagogical skills, and knowledge.

- Take a strategic lead in the supporting the development of our Early Career Teachers and ITTs.
- To lead a team of Teaching and Learning Coaches to support the implementation of whole school strategies.
- Work closely with the Deputy Headteacher (Quality of Education) to track and quality assure teaching and learning across the school and to implement the appropriate follow-up support.
- To establish and lead in-house and whole school training and development to assist colleagues in understanding aspects of teaching and learning.
- To monitor and evaluate staff development.
- To be the key liaison with the MLT central and school improvement teams, specifically related to teaching and learning.
- To identify and plan for any necessary training linked to equalities.
- Monitoring, observing, and evaluating lessons and teaching and learning standards in accordance with school policies and procedures.

Strategic direction and development of the school

- As part of the Senior Leadership Team, provide inspiring, creative, and purposeful leadership for the staff and pupils/students.
- To co-create and implement a School Development Plan which will secure continuous school improvement and support the principles of the Minerva Learning Trust.
- To monitor and evaluate the performance of selected areas of the school and respond and report to the Headteacher, and the governing body as required.
- To lead on developing selected policies and practices and ensure that they take account of national, local and academy requirements and apply sound educational practice through evidence-based pedagogy.
- To regularly monitor, evaluate and review the impact of selected policies, priorities and targets and act if necessary.
- To inspire all those involved in the school to commit to its aims, stay motivated to achieve them and involved in meeting long, medium, and short-term objectives to secure the educational success of the academy.
- Commit to your own professional development and proactively identify opportunities.
- Support the promotion of an environment characterised by outstanding behaviour for learning where students take pride in their school, have respect for others – both within the school and out – and respond positively to the high standards expected of them.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued, and secure.

Wider Leadership Role

- To support the implementation of the Trust Performance Development Policy.
- To contribute the wellbeing of staff and ensure that workload is a key consideration when developing and embedding new strategies, routines, or ways of working in the school.
- Create partnerships with other leaders across the Trust.
- Under the direction of the Headteacher and/or Deputy Headteacher, have management and professional responsibility for staff as allocated in accordance with the responsibilities of the post.

- Performance develops middle leaders, including carrying out appraisals, providing professional development opportunities, and holding staff to account.
- Commit to your own professional development and proactively identify opportunities.
- Contribute towards reviewing and developing the School Development Plan and Self Evaluation.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued, and secure.
- Work with the senior leadership team to monitor the academic progress of students, identification of gaps in achievement and collectively implement appropriate interventions.
- Have an awareness and understanding of finance, resources, effective budgeting, and accountability for public funding.
- Develop and sustain effective relationships with the Local Governing Body, and the Chair of Governors in particular.

Efficient and effective deployment of staff and resources

- As part of the Senior Leadership Team, recruit, retain, deploy, and develop staff of the highest quality.
- Monitor appropriate expenditure, allocation of funds/resources and effective administration for selected areas of responsibility to improve the quality of education, pupils' achievements and ensure efficiency and secure value for money.

Accountability

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in selected areas in a form appropriate to the range of audiences, including the Headteacher, governors, parents, OFSTED, and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment, and progress and about the contribution they can make in supporting their child's learning.

Carry out any such duties as may be required by the Headteacher.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

Other Specific Duties

- To actively promote school and Trust policies.
- To engage in personal professional development as agreed and engage actively in the performance review process.
- To undertake any other reasonable duties in-line with the nature of the post not mentioned in the above.

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

General

- To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be assigned to them by the Chief Executive Officer and Local Governing Body.
- This job description will be kept under review and may be amended at any time via consultation with the individual, Chief Executive Officer and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Please refer to the National Standards for Excellence for Headteacher (below) which the Trust believes are applicable to all senior leaders in our schools.

The National Standards of Excellence for Headteachers

The National Standards of Excellence for Headteachers are set out in four 'Excellence as Standard' domains:

- Quality and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of you as Deputy Headteacher.

DOMAIN ONE – QUALITIES AND KNOWLEDGE

Our Deputy Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils of the school.	3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on your scholarship, expertise, and skills, and that of those around you.	5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy in the school's context.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the pupils and staff, and towards parents, Governors, and members of the local community.	4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally and pursue continuous professional development.	6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

DOMAIN TWO – PUPILS AND STAFF

Our Deputy Headteacher will:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing	3. Establish an educational culture of 'open classrooms' as a basis for sharing best	5. Identify emerging talents, coaching current and aspiring leaders in a climate
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equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	practice within and between schools, drawing on and conducting relevant research and robust data analysis.	where excellence in the standard, leading to clear succession planning.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	6. Hold all staff to account for their professional conduct and practice.

DOMAIN THREE – SYSTEMS AND PROCESSES

Our Deputy Headteacher will:

1. Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.	3. Establish rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve, and valuing excellent practice.	5. Exercise strategic, curriculum-led financial planning to ensure equitable deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability.
2. Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular, its functions to set school strategy and hold you to account for pupils, staff, and financial performance.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

DOMAIN FOUR – THE SELF-IMPROVING SCHOOL SYSTEM

Our Deputy Headteacher will:

1. Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for pupils.	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.	5. Model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital contribution of internal and external accountability.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	4. Shape the current and future quality of the teaching professional through high quality training and sustained professional development for all staff.	6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Section 7: Person Specification



Minerva Learning Trust Person Specification



Post title: Assistant Headteacher – Teaching and Learning

Minimum Essential Requirements

Method of Assessment

QUALIFICATIONS AND EXPERIENCE

Graduate with Qualified Teacher Status

AF

Evidence of leadership preparation through Continuous Professional Development

AF

Experience of secondary school(s) as a Senior Leader

AF

Experience of having secured on-going student progress through own teaching

AF

Direct experience of:

AF/I/R

- Leading whole school strategic quality first teaching that positively impacts the lives of all learners.
- Motivating, inspiring and leading a dedicated and highly professional staff.
- Safeguarding and promoting the welfare and wellbeing of all students.
- School strategic development planning and self-evaluation.
- Raising standards in learning and teaching and improving outcomes.
- Recruiting and developing skilled, effective teams through the school.
- Developing and implementing executive and impactful CPD systems and approaches.
- Effective change management.

Development of effective and sustainable relationships, respect, and credibility, working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations

AF/R

Experience of effective management of people and financial resources

AF

Understanding of the OFSTED framework

AF/I/R/AA

QUALITIES AND KNOWLEDGE

Having vision and ambition with the ability to implement it strategically.

AF/I/R

Able to build and communicate a coherent vision of excellence and equality, empowering all pupils and staff to contribute and achieve their full potential

AF/I

Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on pupils' attainment and the quality of teaching and learning.

AF/R

Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development, and sustained school improvement

AF/I/R

Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.

AF/I/AA

Political insight and knowledge of national trends that could impact upon both the school and the Minerva Learning Trust	AF/I/R
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development.	AF/R
Willingness to actively participate in professional learning.	AF
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.	AF/I
PUPILS AND STAFF	
Ability to implement strategies to celebrate diversity and to ensure inclusion, access, and equality of opportunity so that all students can achieve their full potential.	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching, and assessment, leading by example.	AF/I
Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes.	AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all pupils.	AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor and under performance across the school.	AF/I/R
Commitment to and ability to implement an ethos of the highest standards of pupil behaviour, standards, and welfare.	AF/I
SYSTEMS AND PROCESS	
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources to maximise the achievement of all pupils.	AF/I
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff	AF/I
Ability to develop and maintain effective relationships with the Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities	AF/I
Effective people management capabilities, including understanding of the role of Appraisal and Performance Management in staff development and school improvement	AF/I
SELF-IMPROVING SCHOOL SYSTEM	
An understanding of, and sensitivity to, the needs of all members of the school and wider community	AF/I/R
The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social, and cultural development of pupils	AF/I
Ability to engage the school community in systematic and rigorous self-evaluation, combining the outcomes of this with external evaluations to support the continuous development of the school	AF/I
Commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities, initiatives, and partnerships to derive maximum benefit for the school and its stakeholders	AF/I
SKILLS	
Capacity to motivate, inspire and challenge young people.	AF/I/R
Ability to communicate a vision and inspire others.	AF/I

Celebrate excellence and challenge poor performance.	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I
Ability to inspire confidence in and establish excellent relationships with pupils, teachers, and parents	AF/I
Ability to prioritise, plan and organise themselves and others, using time effectively	AF/I
Ability to build positive relationships with colleagues, students, and parents	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I
Ability to teach Key Stage 3 and 4	AF
QUALITIES AND ATTRIBUTES	
Passionate about education, inclusion, and success for all, leading by example with optimism, empathy, and integrity to inspire, motivate and generate trust in others	I
Highly effective and creative communicator (oral and written)	I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners	I
Ambitious, driven, and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence, and recognise and deal effectively with poor performance	I
Ability to generate commitment and develop strong teams to manage change effectively	I/R
Have a visible and positive presence around school	I
Ability to work under pressure and prioritise effectively	I/R
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 8: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully, and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand, please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post for which you are applying. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work in line with the requirements of Keeping Children Safe in Education.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific regarding contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected.' This should be returned prior to interview, via email to PA to Headteacher – akeeton@handsworth-mlt.co.uk

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity, and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to akeeton@handsworth-mlt.co.uk by the closing date.