

CANDIDATE PACK

Assistant Headteacher: Teaching and Learning





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, Dinnington High School and Wingfield Academy, 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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Wingfield Academy

Wingfield Academy has become an oversubscribed and high performing secondary school, placing it as one of the highest performing schools in Rotherham and in the top 5% nationally for progress. Wingfield has also been named a national lead school as part of the DfE's behaviour hub programme. The Academy is looking to expand and develop further, attracting the best people to work alongside our dedicated and ambitious staff who go the extra mile to make a quantifiable and powerful contribution to social mobility. We focus on the things that matter.

Wingfield Academy offers a 'child centred, progress focused' academy ethos, we have a cohort of students with high standards of behaviour and a willingness to learn. We have a welcoming and supportive community where staff really do matter. Wingfield offers a supportive and committed leadership team with a clear vision of raising standards of teaching, learning and positive behaviour.

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

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



**Anston Greenlands
Primary School**



**Redscope
Primary School**



**Thorpe Hesley
Primary School**

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

Responsible to: Deputy Headteacher

Paid On: School Leadership Pay Scale Points L10-L14

Start Date: January 2025

You will be responsible for the strategic leadership of teaching, learning and professional development, as well as supporting the Deputy headteacher with the development of the curriculum across the school.

Improving the Quality of Teaching and Learning

- Develop a distinctive teaching and learning continuum model for secondary teaching that codifies 'teaching excellence'.
- Devise accessible professional development materials that sit alongside the Teaching Learning Excellence model to ensure colleagues have easy access to relevant support.
- Co-produce a robust improvement plan, the impact of which will be measured against clear Key Performance indicators relating to teacher excellence and improvement. (Implementation will mean colleagues should consider how they communicate their strategy with a range of stakeholders, harness the leadership of others and rely upon rigorous accountability mechanisms to ensure effective implementation and 100% compliance.)
- Be custodians of the Teaching Learning Excellence model and consistently promote outstanding teaching and learning in the academy, including ensuring that their own lessons consistently model best practice.
- Advise on best practice in marking, methods of assessment and constructive feedback to develop individual and school practice.
- Help create a climate in which teachers are motivated and encouraged to develop their professional practice.
- Share good practice and develop a learning culture amongst all professionals.
- Be co-responsible for the collation and sharing of evidence informed practice across the academy, including chairing the academy teaching and learning team and publishing a termly 'sharing good practice' journal.

Professional Development

- Design, implement and maintain a teacher improvement strategy that meets the needs of the general staff body whilst also recognising the need for more bespoke individual support where necessary. This programme should also ensure alignment to middle leadership development and their responsibility for Monitoring the quality of teaching and learning.
- Schedule, plan and deliver or facilitate the delivery, of all professional development activities that support teacher expertise informed by the TLE model including briefings, inset days, and twilights meetings across the academy and, in some cases, in conjunction with the wider trust.
- Ensure that staff have the skills to make full use of classroom visualisers.
- Be responsible and accountable for half termly TLE learning walks and other monitoring activities that measure the effectiveness of the TLE delivery model. This will include, providing a robust

- monitoring schedule, giving feedback to colleagues and next steps for improvement, whilst informing TLE colleagues of the impact of CPD delivered in order to make necessary amendments.
- Keeping a record of all monitoring activities to inform individual teacher placements on the TLE continuum and associated training requirements.
 - Devising in agreement with the headteacher, a targeted support and intervention plan for identified colleagues for whom the generic programme does not bring about rapid improvement. Such plans will identify clear objectives, actions and support to ensure rapid improvements are demonstrated.
 - Develop a coaching programme which supports the development of colleagues according to defined pathways (early career teacher, middle leadership, returning to work after a period of absence, voluntary entry, targeted support and intervention). This will include:
 - Researching and devising the academy's coaching model.
 - Identifying and leading continued training for the academy's coaches.
 - Quality assuring all coaching processes.
 - Monitoring impact of all coaching programmes and liaising with middle leaders / SLT links to ensure necessary steps are taken to bring about rapid improvement.

Working in partnership with the Deputy Headteacher to develop Curriculum and Assessment

- Set and deliver the vision for the intent and implementation of an inclusive and equitable curriculum, irrelevant of a students' social disadvantage, which takes into account the unique needs and qualities of every young person, supporting them to grow in character, resilience and confidence.
- Oversee the construction and efficiency of the teaching timetable.
- Ensure the design of the subject curriculum meets the assessment objectives set by relevant exam boards, to maximise outcomes for young people.
- Have strategic oversight of the academy's approach to QA of assessment, recording (progress updates) and examinations (although this is the direct responsibility of the Assistant Headteacher):
 - Develop formative and summative assessment practices within the classroom and be responsible for the assessment policy.
 - Co-ordinate the schedule for formal assessment across all year groups including mock exams.
 - Lead the timetabling of all examination series including Mocks and controlled assessment submission deadlines to ensure full Joint Council for Qualifications compliance.
 - Ensure the academy meets the statutory requirements for reporting to parents and reports are timely and fit for purpose.
 - Facilitate timely parents' evenings, ensuring engagement from all parents.

Core Senior Leadership Standards

Shaping the Future: Providing Strategic Direction

- Make a significant and notable contribution to the strategic development of the academy as well as taking personal responsibility for the monitoring and successful completion of the strategic plan and playing a leading role in it.
- 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 at the direction of, and in conjunction with, the headteacher to translate the vision into agreed priorities, action plans and demanding key performance indicators and targets aimed at maximising every student's personal progress and achievement, whilst promoting ongoing school improvement.
- With the headteacher, ensure that plans resulting from the strategic direction agreed for the school are rigorously evaluated and result in courses of action that are competently implemented and thoroughly embedded to effectively evidence impact.
- 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 Dinnington High School in everyday work and practice. To motivate and work with others to create a shared culture and positive climate.
- Actively engage and forge supportive partnerships with all stakeholders including parents, members of the Trust Board, learning community partnership schools, other secondary schools and colleges, business and community partners, and the wider community as appropriate, in line with academy's strategic objectives.
- 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.

Providing the Quality of Education

- 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 the quality of educational provision, including a broad and balanced curriculum and inspiring teaching and assessment that is fit for purpose, providing memorable learning experiences that prepare students for the next stage of life.
- Deliver an inclusive and equitable curriculum, irrelevant of students' social disadvantage, which takes into account the unique needs and qualities of every young person, supporting them to grow in character, resilience and confidence.
- Promote the spiritual, moral, social, cultural, mental and physical development of students, and prepare them for the opportunities, responsibilities and experiences of later life.
- Have high expectations for behaviour and establish clear and consistent routines to ensure a calm and orderly environment where students' exemplary behaviour allows them to thrive.
- Promote and secure good and outstanding teaching, effective learning, high standards of achievement, and good behaviour and discipline which enable teachers to meet their professional standards.
- Undertake a teaching commitment and model outstanding classroom practice.
- Actively seek opportunities to collaborate with other academies, innovative and high achieving schools in and beyond the locality, to share and develop excellent pedagogies.

Securing Accountability

- Ensure personal leadership provides a strong sense of direction and is relentless in its pursuit to improve the quality of education and experience for all students.
- Set high standards as a leader, modelling at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
- Work actively with other members of the academy leadership team in monitoring the performance of both professional and co-professional staff in line with the academy's appraisal policies, strategies and practices.

- Work with the Trust Board and the headteacher, providing robust updates against key performance indicators and objective advice and support to enable both to meet their responsibilities.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation.
- Develop and present a coherent, understandable and accurate account of the academy's performance in relation to specific area of responsibility to a range of audiences including Trustees, parents and carers.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

Developing Self and Working with Others

- Motivate, inspire and enable all staff to carry out their respective roles to the highest standard.
- Ensure a high standard of professional development for all staff and for self, taking into account needs identified through the appraisal process, latest educational thinking and research, along with workload and staff wellbeing.
- 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.
- Reflect on personal performance and contributions made to academy achievements, whilst taking account of feedback from others in order to improve practice.
- Help ensure a safe working and learning environment through the application of appropriate risk assessment and adherence to current Health and Safety regulations, utilising the academy's line management system and in collaboration with appropriate staff.
- Treat everyone within the academy fairly and equitably.

Strengthening the Community

- Create and maintain a trusting partnership with parents and carers that will actively and positively improve students' achievement and educational experience.
- Seek opportunities to invite parents and carers, community figures, and those from the wider community, business or other organisations into the academy to enhance and enrich the academy and its value to the wider community.
- Seek opportunities to positively promote the academy on a variety of social media networks or through the local press.
- Be present at events/activities where representation of academy staff is required as directed by the headteacher.

Other Duties

- 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.
- The post holder will attend any activity out of school time as directed by the headteacher.

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 vision 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 • 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 	<ul style="list-style-type: none"> • Experience of leading a core subject (Maths, English or Science)
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 	

	<ul style="list-style-type: none"> • High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities • 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 	