



Assistant Headteacher  
Easter 2025

The  
Boulevard  
Academy



Thank you for enquiring about the position of Assistant Headteacher at The Boulevard Academy. As Interim Headteacher, I feel fortunate to work with an outstanding and dedicated team of colleagues who are working well our students and community.

The Boulevard Academy opened in September 2013 as a result of a need to offer greater opportunities for children locally, to learn and develop in a way that's best for them and our aim is to offer learners and parents a community-centred secondary education.

I firmly believe that every child has unique skills and talents and that they should be given every opportunity to develop them. I hold an unwavering expectation that all children can and will succeed.

I want to ensure:

- That every child makes progress, no matter what their starting point
- That our teaching will be matched to needs
- That we support our community.

A recent physical expansion has led to increased student numbers and wider specialist provision for specific students.

CPD and innovative staff development is how we develop and grow. Staff joining us will have opportunities for development at all levels and I encourage all staff to actively contribute their ideas in developing new ways of working.

I look forward to reading your application and meeting you

**Ray Khan**

**Interim Headteacher**







# Welcome to The Boulevard Academy

## Our Mission Statement:

To work with all our students to assist them to develop the high expectations, academic and life skills that will best help them to be successful. Fostering personal confidence and happiness, we will challenge students to take responsibility for building a better world for the next generation.

We are one of three secondary schools in a developing Multi-Academy Trust (Thrive Co-operative Learning Trust) that currently consists of 10 schools.



The Boulevard Academy, 75 Massey Cl, Hull HU3 3QT  
Tel: (01482) 217898 | Email: [people@thrivetrust.uk](mailto:people@thrivetrust.uk)







**Welcome from  
Thrive Co-operative  
Learning Trust Chief  
Executive Officer  
(CEO), Jonathan  
Roe**

On behalf of Thrive Co-operative Learning Trust, I would like to thank you for your interest in working with us.

Our mission is to *inspire pupils to thrive in life*. We work cooperatively as a multi-academy trust to enable each pupil, school, and community to reach their fullest potential, and to aspire living our co-operative values.

We hope that you would like to join us in this mission.




## Our Values



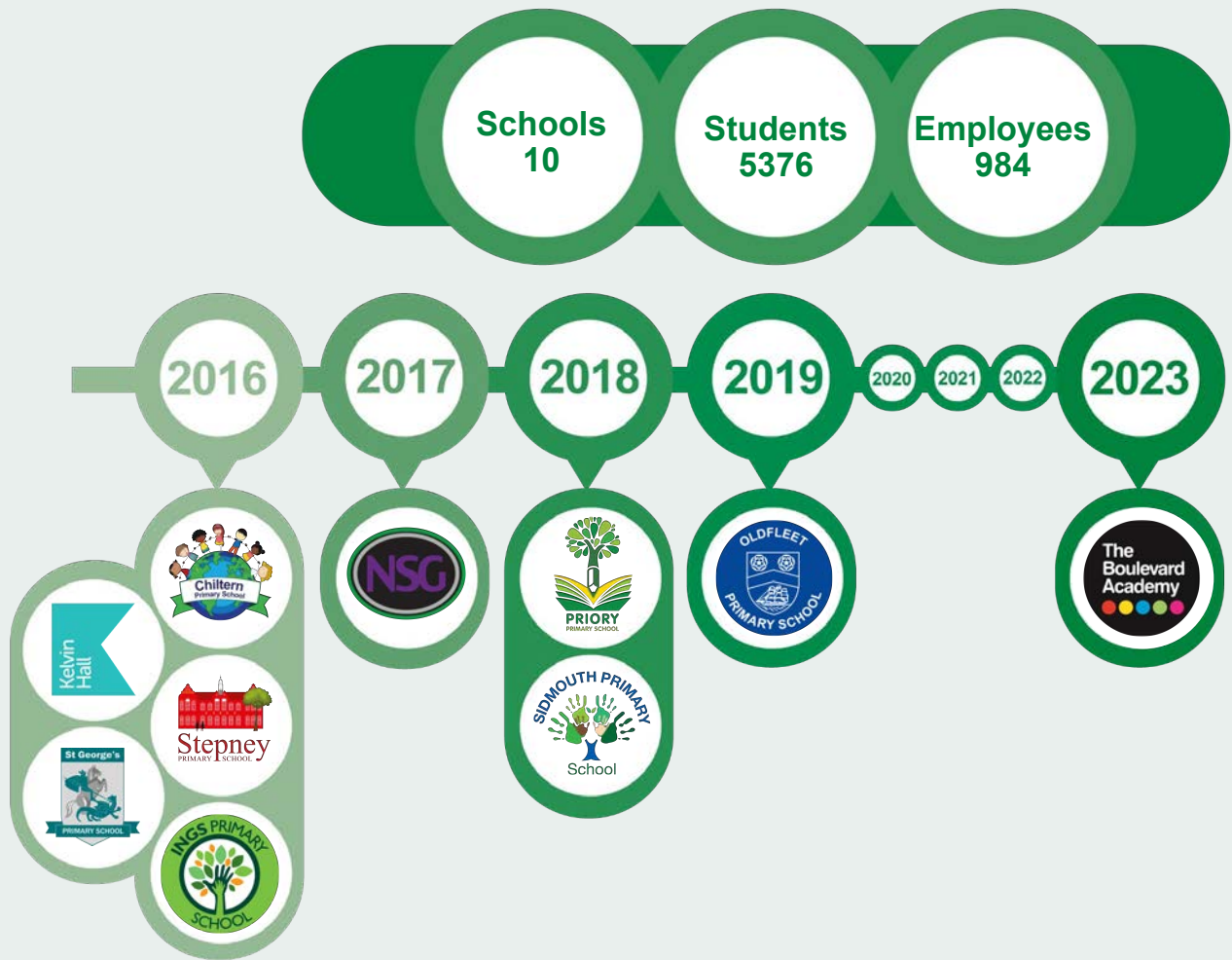
### Thrive Mission Statement *Inspiring pupils to thrive in life*

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and learning to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

View our Thrive Charter here... 



# Our Journey so far...



## Our Partners

Our ongoing partnerships with the following organisations



Our partnership with the Reach Foundation is leading us to develop a 'Cradle to Career' model across our three schools in HU3 - and later across the whole of Thrive.



Our recent partnership with C3 Group has brought us closer to achieving our goal of net-zero emissions, reinforcing our pledge to create a more sustainable future for our students, staff, and the wider community.



Yorkshire 100 aims to identify 100 future school leaders and take them on a development journey of peer-led support and cutting edge national and international school development.



Coop Schools provides services and support for the network of cooperative schools, strengthening school improvement and local accountability.



**Assistant Headteacher**  
**Salary: Additional Provision L3 - 7**  
**Hours: Full Time, permanent**  
**Start Date: Easter 2025 or earlier if possible**

Thrive Co-operative Learning Trust is responsible for ten schools in Hull; three secondary and seven primary. A Thrive school is one that is a dynamic community of staff, pupils and their families all focussed on one thing - *inspiring pupils to thrive in life*.

We are seeking to appoint a dynamic, committed and innovative individual to join The Boulevard Academy to lead our additional provision offer for students. We are looking for someone who can bring skills and expertise to develop current provision and the expansion of this over the next year as we educate students with an EHCP relating to SEMH and Communication & Interaction.

The Boulevard Academy is a diverse school, with 50% of students having EAL. The successful candidate will share our ethos and must believe in inclusive education. As Assistant Headteacher - Additional Provision, you will provide inspirational leadership to staff and be a role model to students. The position requires experience and resilience as well as authenticity and passion.

We will offer you:

- An inclusive school, supportive colleagues and a values-driven Multi-Academy Trust to work in and an imminent modern building on the school site.

We recognise the importance of a visit when considering an application. Should you wish to have an informal and completely confidential discussion or visit, please contact Mr Ray Khan, Interim Headteacher via email [info@theboulevardacademy.com](mailto:info@theboulevardacademy.com) or call Reception on 01482 217898.

**Closing date: Thursday 12th December 2024 - 4pm**

**Interviews: w/c Monday 16th December 2024**

**Please note, we do not accept CVs - applications must be submitted using our application form.**

**Our commitment to Safeguarding:** Thrive Co-operative 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. Each school has a robust Safeguarding Policy and all staff receive training relevant to their role at induction and throughout their employment.

A candidate's suitability to work with children will be explored at all stages of the recruitment process. The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive pre-employment checking process including receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), a Children's Barred List check, a Section 128 Management Check if relevant, Prohibition check and overseas checks as applicable, identity check, medical clearance, proof of qualifications, satisfactory references and a check regarding their eligibility to work in the UK.

This role involves contact with children and provides regular access to children, therefore it is 'regulated activity'. As such, this post is exempt from the Rehabilitation of Offenders Act - 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

**Our commitment to equality and diversity:** Thrive Co-operative Learning Trust recognises and celebrates the diversity of its schools and their communities. There is a shared commitment across the Trust to further develop a culture of respect, where discrimination is not tolerated, and individuals are treated equitably and fairly and feel a sense of belonging.

Please visit [Thrive Trust website](#) to view our Job Applicant's Privacy Notice, which explains how we collect, store and use personal data about individuals applying for jobs at our school.



# Job Description

<b>Post Title</b>	<b>Assistant Headteacher - Additional Provision</b> Leading the additional provision across the school, including teaching and learning, curriculum, student attitudes, rewards and wellbeing
<b>Grade</b>	L3 - L7
<b>Location</b>	The Boulevard Academy
<b>Reporting to</b>	Deputy Headteacher

## Purpose of Role

You will be responsible for supporting the Headteacher in managing the daily operation of the school, the supervision of all pupils and staff and the school premises. To support the day-to-day direction and leadership of the school that represents a consistent and effective model of integrity, excellence, collaboration and accountability.

The Lead will work to support and work alongside the Headteacher, who will provide the strategic leadership and hold overall accountability for all areas of the school. It is essential that the Assistant Headteacher is passionate about their area and the possibilities that it can offer students, with the ability to contribute to a team ethos that is outward facing , adaptable and strives for the best outcomes for every single student.

## Specific Senior Leadership responsibilities

- To support Trust audits/reviews and implement actions arising from these
- To provide a coherent approach to teaching and learning across the additional provision in school.
- To provide specialist expertise to the Senior Leadership Team.
- To take responsibility for aspects of the School Development Journey that will be agreed annually as part of the Performance Development Review process.
- To secure the inclusion and progress of students educated in the additional provisions by ensuring the correct support and intervention is in place and by affecting different arrangements for their education as needed .
- To ensure that students' personal, emotional and academic needs are prioritised, acting as the point of contact for parents/carers and agencies.
- To enable these students to engage by providing leadership and support around student welfare, behavioural and attendance issues. This will involve working with staff, parents/carers and the students to address barriers to learning and make sure effective policies and procedures are in place to support a positive and progressive learning environment.
- To carry out the normal duties of a school teacher as set out in the most recent School Teacher Pay and Conditions Document.
- To perform additional directed activities and roles, from time to time, as may be assigned by the Headteacher.



## Key accountabilities

### ***Creating the future of the Thrive Trust***

- Be instrumental in developing a culture that is consistently applied by all staff
- Promote the school/trust vision, values and ethos to pupils, staff, governors, parents and the wider community.
- Motivate others to create a shared learning culture and positive climate through distribution of leadership, through teams and individuals in the school.
- Promote creativity, innovation and the use of appropriate new technologies to achieve excellence

### ***Leading teaching and learning/working with other leaders***

- Provide an excellent role model of challenging, successful and enjoyable teaching.
- Work with SLT/Headteacher in ensuring a culture and ethos of challenge and support where all pupils achieve success and become engaged in their own learning.
- Assist in the monitoring of student progress, using performance data to motivate staff and students to improve.
- Lead on the strategic development of new technologies to enhance and extend the learning experience.
- Monitor, evaluate and review the school's practice and promote improvement strategies.
- Tackle under-performance at all levels.
- Show involvement in the daily life and activities of pupils by personally recognising their achievements and sharing in their successes as well as their problems and concerns.
- Maintain and further develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Provide for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of pupils.
- Assess the needs of pupils and identify those most in need of help to overcome barriers to learning, implementing appropriate intervention including one-to-one, small group and/or whole-class support.
- Plan, deliver, monitor and evaluate the impact of behaviour interventions, including any support that is provided to pupils through external agencies.
- Coach, mentor and empower pupils to be able to make informed choices about their own learning, behaviour and attendance.
- Support the reintegration of disaffected pupils and those who have been absent due to suspension
- Lead supervision and direction of pupils accessing internal alternative provision.

### ***Developing self and working with others***

- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from internal/external support where appropriate.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Acknowledge and celebrate the responsibilities and achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Manage your own workload and that of others to ensure a work/life balance.
- Provide the Senior Team Link role to agreed Faculty/Departments, taking a regular and detailed interest in their progress and staff, ensuring that school policies and standards are implemented and maintained and helping them to move forwards to greater success.
- Contribute to the review, communication and implementation of school policies and procedures to support excellent student behaviour and positive relationships within the school; provide direct assistance to staff in sustaining these.
- Ensure, with the Senior Team, the development of effective strategies and procedures for staff induction, professional development and performance review in order to secure outstanding practice across the school.
- Identify, plan, deliver and assess all training and development needs of staff with regards to managing pupil behaviour, including providing INSET.
- Lead, coach, support and train staff to implement behaviour interventions and appropriate strategies in class, and work with staff to adapt interventions to their classroom environment.





### ***Managing the Organisation***

- Build relationships with all relevant bodies, including multi agency groups, to ensure good progress for all pupils.
- Identify education and training providers who offer appropriate opportunities for pupils who have challenging behaviour and/or vulnerable pupils.
- Participate and lead delegation of staff in regular meetings with various outside agencies as appropriate, including social services, child mental health services (CAMHS), education welfare and educational psychologists.
- Support the referral of pupils to appropriate agencies.
- Effectively support the Principal and Senior Team to manage the school on a day-to-day basis.
- Work with the Principal to recruit, retain and deploy staff appropriately.
- Develop effective relationships and communications with parents and the local community which underpin a professional learning community that enables everyone in the school to achieve.
- support the Principal to ensure that statutory responsibilities are met; put systems and policies into action, monitor effectiveness and provide reports, especially in relation to external requirements such as for Ofsted, the SEF, the SDJ and the LGB.
- Lead delegated/directed areas of responsibility to organise accommodation efficiently and effectively to ensure that all school areas meet the needs of the curriculum and health and safety regulations.
- Develop and oversee all wider development and extra-curricular activities in your areas to achieve a varied offer for extended provision in the school.
- With SLT, ensure evidence-based improvement plans promote continuous school development linked to Self-Evaluation.
- Complete all relevant documentation linked to role, including permanent exclusions and suspensions, safeguarding, data analysis of behaviour incident logs.

### ***Securing Accountability***

- Be accountable to your Line manager and Principal for student achievement within the school.
- Ensure individual staff accountabilities are clearly defined, understood and communicated.
- Reflect honestly on personal contribution to school achievements and take account of feedback from others. ● Develop a Partnership ethos, which enables everyone to work collaboratively.
- Ensure every child has access to a high quality curriculum which inspires learning, in a safe and stimulating environment.
- Monitor the implementation of the school's behaviour policy and procedures, and complete audits to suggest improvements.
- train and support staff in recording behaviour incidents in line with school procedures.

### ***Strengthening the Community***

- Be aware/develop an awareness of the distinctive school social context and its impact on school performance. ● Develop strategies which encourage parents and carers to support their child's learning.
- Build and maintain effective school-home relationships through the use of accurate and transparent assessment and reporting arrangements.
- Engage the community in the celebration of the school's performance, where appropriate using a range of communication tools. Create and promote positive strategies for challenging all prejudices.
- Actively promote the school as a centre of excellence for education and families in the local community.
- Lead the supervision of home visits, where necessary, to address behaviour/attendance/welfare concerns for individual pupils.



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### **Inclusion, Equity and Entitlement**

- Promote a school culture that takes account of the richness and diversity within all areas of the school community.
- Ensure every child matters in the school community and no child is left behind and that along with other agencies the school works towards providing for the spiritual, moral, social and cultural wellbeing of pupils and their families.
- Promote and safeguard the welfare of children and young persons.
- Undertake safeguarding and all relevant teacher training relevant to the post to support all pupils in the school environment including vulnerable pupils, pupils with additional needs and LAC.
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary as per school policy and procedure.
- Work with the DSL to support staff to understand behaviour that suggests pupils may be experiencing a mental health problem or be at risk of developing one, and behaviours linked to specific safeguarding issues such as drug use and alcohol abuse.

This JD may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

## **Safeguarding Children**

Thrive Co-operative Learning trust is committed to safeguarding and promoting the welfare of our pupils and young people. Each school has a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff to share this commitment. All post holders are subject to a satisfactory Enhanced disclosure from the Disclosure & Barring Service (DBS) and satisfactory employment references, as well as identification and qualification checks which will be required before commencing duties.

<b>Responsibilities for Staff:</b>	Teaching Assistants
<b>Responsibilities for Customers/Clients:</b>	Safeguarding and promoting the welfare of children.
<b>Responsibility for Budgets/Financial Resources:</b>	None
<b>Responsibility for Physical Resources:</b>	None



		E	D	How Identified
<b>Qualifications</b>	Qualified Teacher Status	✓		AF
	Degree	✓		
<b>Experience</b>	Proven experience of having led or significantly contributed to a school's success	✓		AF
	Curriculum planning and teaching of students with a range of additional, complex needs including SEMH, Communication & Interaction (ASC) and co-morbid conditions	✓		
	Liaison with parents and supportive agencies	✓		
<b>Skills &amp; Abilities</b>	Motivation to work with children and young people	✓		AF, I, R
	Ability to form and maintain appropriate relationships and personal boundaries with children	✓		
	Competent with ICT	✓		
	Able to reflect on own practice and a commitment to raising standards	✓		
	Good organisational skills and able to meet deadlines	✓		
	Excellent numeracy and literacy	✓		
	Confident leadership and management style that both encourages participation, innovation and confidence as well as showing initiative and spontaneity	✓		
Able to apply theory to professional practice		✓		
<b>Knowledge</b>	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		AF, I, R
	Thorough understanding of the National Curriculum in order to support effective teaching and learning	✓		
	Understanding and knowledge of developments in teaching and learning	✓		
<b>Interpersonal / Communication Skills</b>	Ability to establish and maintain professional, effective working relationships with a range of partners/colleagues and students	✓		AF, I, R
	To be committed to the objective of raising achievement in the school	✓		
<b>Personal Qualities</b>	Energy, ambition, enthusiasm and a flexible approach to work	✓		I, R
	Projects a professional image	✓		
	Ability to work under pressure and meet deadlines	✓		
<b>Disclosure &amp; Barring Service</b>	The successful candidate's appointment is subject to the school obtaining a satisfactory enhanced disclosure from the Disclosure & Barring Service and a Children's Barred List check	✓		DBS
	This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record.	✓		(after short listing)



# How to apply



Application forms can be downloaded from TES or Eteach and should be returned via email to [people@thrivetrust.uk](mailto:people@thrivetrust.uk)

We recognise the importance of a visit when considering an application. Should you wish to have an informal and completely confidential discussion or to arrange a visit, please contact 01482 217898 or [info@theboulevardacademy.com](mailto:info@theboulevardacademy.com)

**Closing Date: Thursday 12th December 2024, 4:00pm**

**Interview Date: Week commencing 16th December 2024**



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