



The
Charles Dickens
School

Expect, Believe, Achieve

Assistant Headteacher Information Pack



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Dear Applicant

Assistant Headteacher of The Charles Dickens School

Welcome to the application process for the post of Assistant Headteacher at The Charles Dickens School. This is a new post to join our established team, leading on pupils' learning. The successful candidate will, first and foremost, be an excellent teacher, capable of modelling best practice to colleagues, and demonstrating how that practice translates into quantifiable progress. They will also have an excellent understanding of how pupils learn, how pedagogy can facilitate improved progress and have the skills and drive to make this a reality in every classroom.

You will be joining a school on a journey. Following a turbulent recent past, the school joined Barton Court Academy Trust (BCAT) on 1st March 2017. The school was inspected under Section 5 in June 2019, achieving an Overall Effectiveness grade of Requires Improvement, with Good for Leadership and Management. All grades were in line with the school's SEF and were an accurate reflection of the school at that time. The inspectors identified the improvements in leadership since the school joined BCAT, and that leaders were successfully tackling the areas of weakness. Inspectors recognised this had improved attendance so it was in line with national levels and praised the school's strong safeguarding culture. Since then, despite the disruption of lockdowns, the pace of improvement has accelerated and we expect to be Good at next inspection.

We are a small Trust, but as we have grown our ambition of what we can achieve has also grown. Our lead school Barton Court Grammar School is an excellent co-educational 11-18 school and continues to provide support. The Trust is growing, with Barton Manor School, a new 11-18 non-selective school opening in Canterbury in September 2022. Being part of a Trust provides further leadership and professional development opportunities.

Please read our website (www.cds.kent.sch.uk), visit us and consider whether the School appeals. If invited to interview you will find us transparent so that you have a thorough insight into what constitutes being Assistant Headteacher at Charles Dickens. It is a dynamic school and it is a place for enthusiasts who believe that all things are possible.

If any matters regarding the application are unclear please contact us via email wsmith@cds.kent.sch.uk or by telephone on 01843 862988. Please submit your application at the earliest convenient moment; we look at all applications as they arrive and reserve the right to progress them at any stage.

I hope that the quality of your application leads to an interview and thus gives us the opportunity to share our School with you.

Best wishes

Warren Smith
Headteacher

Our School

At our School, we promote the values of serving others, humility, achievement, respect and equality. We are a school which embraces our British heritage and British values. As a result, we welcome staff from a range of backgrounds and faiths to join our vibrant and inclusive environment.

We are seeking to appoint a senior leader to the post of Assistant Headteacher: Learning to join a leadership group of Executive Headteacher, Headteacher, Senior Deputy Headteacher, Deputy Headteacher and three Assistant Headteachers from September 2021. The opportunity to work across the Trust is available to interested candidates.

The successful candidate will:

- Be an experienced leader already contributing significantly to whole-school developments
- Be passionate about high standards and achievement and excellence for all
- Be passionate about teaching and learning
- Be an enthusiastic team player
- Be an excellent teacher

Assistant Headteacher

The focus of responsibility for the post will be the strategic improvement of pupils' learning, leading on our Thinking Schools accreditation and leading the Gifted & Talented programme. The successful candidate will have the potential and desire to be active and influential across the whole leadership spectrum. As such it will provide a first rate preparation for those considering going on to Deputy Headship.

The successful candidate will:

- Have an excellent understanding of how pupils learn
- Have an excellent understanding of how pedagogy can facilitate improved progress
- Have the skills and drive to make this a reality in every classroom

The role is a fantastic opportunity to join a highly effective leadership team within BCAT and to make a big impact upon raising standards and achievement at The Charles Dickens School. BCAT is a forward thinking Trust, with a passion for teaching and learning and high standards. You will be joining a dynamic and friendly staff team and students who are enthusiastic and willing to learn. As Assistant Headteacher this post is key in ensuring the further developments of our school. We aim to ensure that the successful candidate will be central to all major strategic decisions and will be leading some of these, working with Governors, staff and students.

Candidates applying for our Assistant Headteacher post are required to evidence in their personal statements their experience and that they match the person specification.

Our Mission Statement:

“Whatever I have tried to do in life, I have tried with all my heart to do it well; whatever I have devoted myself to, I have devoted myself completely; in great aims and in small I have always thoroughly been in earnest.” *Charles Dickens*

At The Charles Dickens School, we are dedicated to enabling all students to achieve their potential. We pride ourselves on being a challenging, innovative and inclusive community. We are dedicated to our students' development both as learners and as responsible young adults.

Our school values are:

Compassion
Aspiration
Resilience
Enthusiasm

Students learn best when they are happy and valued; supported, challenged and encouraged. At The Charles Dickens School we take care to ensure our students' education is both enriching and enjoyable.

We aspire to be a truly 21st Century school, concerned not just with what our students learn, but with how they learn, and how they grow in confidence, independence and critical thinking. We introduced the 'Thinking Schools' programme in September 2017 which will ensure that learning is at the heart of the children's thinking.

The success of The Charles Dickens School is due to a strong partnership between staff, students and parents and a clear understanding of our core values. Our vision is to be an 'outstanding school' underpinning all aspects of school life for both students and staff.

We have introduced an innovative curriculum with all students studying a compressed KS3 and opting at the end of Year 8 for their GCSE/KS4 courses. Students are able to choose from a wide range of academic (GCSE) and vocational options. Our "secondary ready" curriculum supports students in Y7 & Y8 who are not yet ready for the transition to secondary education and a Gifted and Talented programme stretches our most able.

The School is working towards accreditation as a "Thinking School". We have placed Thinking at the heart of our learning & teaching and we are developing a common visual language of Thinking Tools to enable our students to become independent, confident, thoughtful, life-long learners. We believe that Thinking students will be successful in their learning and life beyond The Charles Dickens School. We are working with Exeter University towards accreditations as a Thinking School.

Time is being well spent on developing opportunities for our students to take on leadership roles within the School, to not only improve their leadership skills and confidence, but allow students to work in productive teams, take on more responsibility and work together for the benefit of each other, our school and local community.

Student Voice and the House events have developed further under this new student leadership structure ensuring that students feel listened to, valued and able to contribute to their school.



The Charles Dickens School

Assistant Headteacher

Job Description

Improving pupil learning, Thinking Schools, and improving provision and outcomes for the Gifted & Talented and more able
L14– L18

Reports to: Headteacher

1(a)	<p>Key Purpose: With the Headteacher and Executive Headteacher the post holder will:</p> <ul style="list-style-type: none">a) Share responsibility for school policies, decision-making and strategic planning;b) Develop an ethos of high expectations of staff and students and an adaptable and positive approach to innovation;c) Lead on change and innovation;d) Take full accountability for key areas of the school's work, including improving pupil learning, Thinking Schools, and raising the quality of provision and outcomes for students identified as Gifted & Talented and more ablee) Deputise for the Deputy Headteachers in their absence and support him with his workload, when tasks are delegated or shared.
1(b)	<p>The key focus of this post is to improve pupil learning, lead developments towards CDS becoming a Thinking School, and raising the quality of Gifted & Talented provision and pupil outcomes for the more able:</p> <ul style="list-style-type: none">a) Developing the teaching and learning skills of all teachers through a rigorous programme of CPD and the setting of challenging targets for improvement;b) Develop, lead and manage effective strategies to improve standards of teaching across all Key Stages;c) To lead the school's Thinking Schools programmed) To lead the school's Gifted and Talented programmee) To support the leadership of the school's METAL programme;f) To support the leadership of the school's "Teaching and Learning" programmeg) Overall responsibility for the identification and effective provision of Gifted and Talented students against national standardsh) Develop, lead and manage effective strategies to improve standards of teaching and learning by use of appropriate e-technologies across the school;i) Accountability for line management of designated curriculum subjects;j) Develop, lead and manage effective strategies to improve standards of teaching and learning
2.	Areas of Responsibility and Accountability
(a)	Leadership and Management

	<ul style="list-style-type: none"> a) Deputise for the Deputy Headteachers when required and share leadership at the most senior level; b) Make significant contributions to meetings of the Senior Leadership Team, Extended Leadership Team, Pastoral Team and Curriculum Team; c) Contribute to the day to day organisation of the school and ensure it functions efficiently and effectively; d) Be a highly visible presence around the school and model expectations of staff and students; e) Take full accountability for the examination results of the designated curriculum subjects (line management) f) Take full accountability for the examination results of the more able and those identified as Gifted and Talented g) Support the leadership of the school's Teaching and Learning policy: its monitoring, review and evaluation; h) Leadership of the school's Thinking Schools programme i) Leadership of the school's E-Learning Policy: its monitoring, review and evaluation; j) Leadership of the School's Gifted and Talented provision k) Make a significant contribution to the Governors' Quality Assurance meetings, including appropriate documentation; l) Make a significant contribution to the school's self-evaluation process, including METAL, the SIP and SEF; m) Assume any other responsibilities as may reasonably be required by the Headteacher. n) To ensure that leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
	<p>Quality of Education: Implementation (with DHT: T&L)</p> <ul style="list-style-type: none"> a) To ensure that teachers have good knowledge of the subject(s) and courses they teach. That leaders provide effective support for those teaching outside their main areas of expertise. b) To ensure that teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. c) To support teachers to ensure that over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. d) To ensure that teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. e) To ensure that teachers create an environment that focuses on pupils. That the textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. To ensure that these

	<p>materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>f) To ensure that the work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>g) To promote that reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>h) To ensure that a rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. To make sure that at all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p> <p>i) To maintain a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and that the skills to communicate, give them the foundations for future learning.</p> <p>j) To ensure that all teachers ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well.</p>
	<p>Quality of Education: Impact (with AHT)</p> <p>a) To ensure that pupils' work across the curriculum is of good quality.</p> <p>b) To ensure that pupils read widely and often, with fluency and comprehension appropriate to their age. That they are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>
(b)	<p>Student learning and achievement</p> <p>a) Monitor the quality of teaching and learning and ensure the school's Teaching and Learning policy is implemented consistently and effectively;</p> <p>b) Monitor the quality of E-Learning and ensure the school's E-Learning policy is implemented consistently and effectively;</p> <p>c) Monitor the quality of teaching and learning and ensure the school's Gifted and Talented policy is implemented consistently and effectively</p> <p>d) Monitor the quality of curriculum at Key Stage 3 and 4 in line with the school's policy on teaching and learning</p> <p>e) Support the Leadership Team with the pastoral care of all students who are underachieving.</p> <p>f) Contribution to the Governors Committees with respect to the T&L, Thinking Schools, E-Learning, Gifted and Talented and CPD;</p>
(c)	<p>Staff Support and Challenge:</p> <p>a) Lead and manage the work of designated curriculum subjects;</p> <p>b) Lead aspects of the CPD programme for all teaching staff and support staff and ensure its efficient and effective implementation that impacts on student learning.</p> <p>c) Lead aspects of the school's induction programme for new teaching staff.</p> <p>d) Support the Professional Mentor for ITT programme (Schools Direct - PGCE and GTP) and NQT.</p> <p>e) Lead the Gifted and Talented programme</p> <p>f) Lead the Thinking School programme</p>

	<p>g) Lead aspects of the performance coaching programmes and report on progress to the Headteacher.</p> <p>h) As part of METAL undertake lesson observations, work scrutiny, student interviews, and use the outcomes to identify and promote “best practice”.</p> <p>i) Remain positive at all times and lead staff by example.</p>
(d)	<p>Learning Community</p> <p>a) Represent the school at Teaching and Learning, Thinking Schools, ITT meetings as appropriate</p> <p>b) Represent the school at E-Learning meetings as appropriate</p> <p>c) Attend relevant INSET CPD, Performance Management training/meetings</p>
3(a)	<p>Teaching commitment</p> <p>a) To teach 23 hours per fortnight (46%)</p>
4.	<p>Safeguarding; To promote safeguarding at all levels of the School as a teacher. A key focus of this role is to Safeguard all students at all levels across the school community. It is expected that teachers will support Lead teachers and the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:</p> <p>Policy and Procedure</p> <ul style="list-style-type: none"> • Act as a champion of the school's safeguarding policy and procedures and make sure you access these and understand them • Be aware of your responsibility to challenge behaviour which breaches any of the school policies • Be aware of, and actively promote, safeguarding within your teaching classes/form classes and within your designated curriculum area and promote your teaching as a vehicle to safeguard students. <p>Training</p> <ul style="list-style-type: none"> • Undergo training to develop and maintain the knowledge and skills required to carry out the role of teacher effectively with respect to safeguarding • Refresh knowledge and skills at least annually to remain up to date with any developments relevant to the role of teacher and your responsibilities for safeguarding • Obtain access to relevant resources <p>All members of staff have a responsibility to:</p> <ul style="list-style-type: none"> • To provide a safe environment in which children can learn. • Be prepared to identify children who may benefit from early help. • To understand the early help process and their role in it. • To understand the schools safeguarding policies and systems.

	<ul style="list-style-type: none"> • To undertake regular and appropriate training which is regularly updated. • Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989. • Know what to do if a child tells them that he or she is being abused or neglected. • Know how to maintain an appropriate level of confidentiality. • Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
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To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher or the Headteacher.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher/Headteacher the other.



The Charles Dickens School Assistant Headteacher Person Specification



The person specification sets out the: (i) qualifications and professional development; (ii) experience and knowledge; and (iii) personal qualities required for the role in line with the key accountabilities and responsibilities in the job description.

The person specification will be used as part of the selection process including: (i) shortlisting of applications (ii) assessment by interview (iii) and satisfactory references. To apply for the role, please complete the application form fully and provide a supporting statement of no more than two pages of A4.

Assistant Headteacher PERSON SPECIFICATION

	Essential	Desirable
Qualifications, Education, Training	<ul style="list-style-type: none">• Honours Degree and teaching qualification.• Q.T.S.• Evidence of continuing professional development or further professional study• Middle management training or school management programme	<ul style="list-style-type: none">• Further professional qualification• Higher Degree• NPQSL• Participation in work with other schools/agencies
Relevant Experience	<ul style="list-style-type: none">• Minimum of six years teaching experience, in more than one school, including teaching to GCSE level.• Minimum of three full years at leadership level in a school• Proven success in raising whole school achievement• Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance• Monitoring, evaluation and review in order to provide performance data that can be used to improve the quality of teaching, learning and curriculum• Involvement in innovative curriculum development• Managing and implementing change successfully at whole school level• Influencing whole school policy	<ul style="list-style-type: none">• Leading professional development• Working in an 11-18 school• Working in an Academy• Teaching to Advanced level• Experience of leading safeguarding, DSL
Knowledge, skills, abilities	<ul style="list-style-type: none">• Current knowledge of the use of assessment and data in students' learning and to raise standards.	<ul style="list-style-type: none">• Understanding of the challenges of raising aspiration and achievement in

	<ul style="list-style-type: none"> • Understanding of personalisation of curriculum for different groups • Ability to enhance performance by motivating and developing staff, helping them acquire the skills to prepare for more senior roles • Strong analytical, problem-solving, planning, project management and data handling skills • Evidence of being able to build and sustain effective working relationships with students, staff and parents • Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations • Excellent interpersonal skills • Ability to identify and promote school improvement in creative and innovative ways • Knowledge of current initiatives in education especially in terms of raising standards and achievement • Ability to maintain a positive and supportive culture within The Charles Dickens School • Competent in the use of ICT 	schools in challenging circumstances, with high levels of social deprivation and students eligible for PP Funding
Leadership & Management	<ul style="list-style-type: none"> • Ability to manage, motivate, support and inspire trust in others. • Ability to work as part of a team. • Ability to work well under pressure • Ability to formulate, monitor, evaluate and review plans and policies • Ability to confront and resolve problems. • Ability to innovate and manage change. 	
Personal attributes	<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the School's overall vision for success at all levels • A fundamental commitment to a belief that every student matters • Energy, tenacity, resilience and determination; willingness to work hard • Flexible, adaptable, results orientated and able to prioritise; resilient under pressure • A persona that would command respect from the school and local community • Creativity and enthusiasm to promote a positive school image to the local and national community • Ability to lead and manage own work effectively and take responsibility for own professional development • Positive attitude to team building across the School and a team player 	<ul style="list-style-type: none"> • Emotional intelligence; adaptable to differing situations, with a clear sense of humour • The aspirations, talent and enthusiasm to become a Deputy Headteacher

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| | <ul style="list-style-type: none">• Enthusiasm for student welfare, their success and happiness• Be passionate about teaching and learning• Be an excellent teacher | |
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Application Process

- Closing date for applications is Friday 21 May at 9am
- Interviews for shortlisted candidates will take place week beginning Monday 24 May

Please complete the application form and provide a supporting statement (on no more than two sides of A4). The supporting statement should include how you meet the person specification and your skills and experience to date that make you an ideal candidate for this post.

If you wish to discuss this post or tour the school please contact Ms Anne-Marie Ormsby, Personnel Officer, aormsby@cds.kent.sch.uk who will arrange this for you.

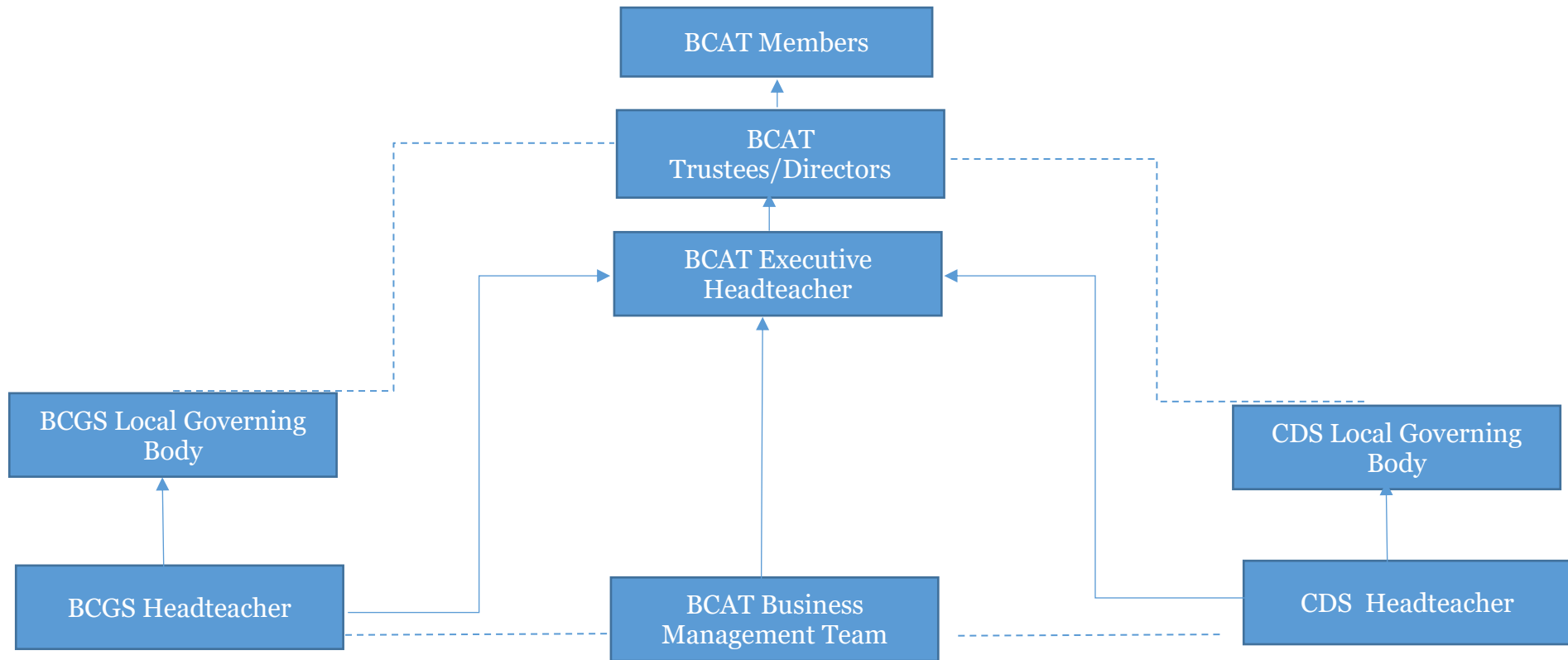
Please email your application to:

Mrs Anne-Marie Ormsby
Personnel Officer
The Charles Dickens School
Broadstairs Road
Broadstairs
Kent

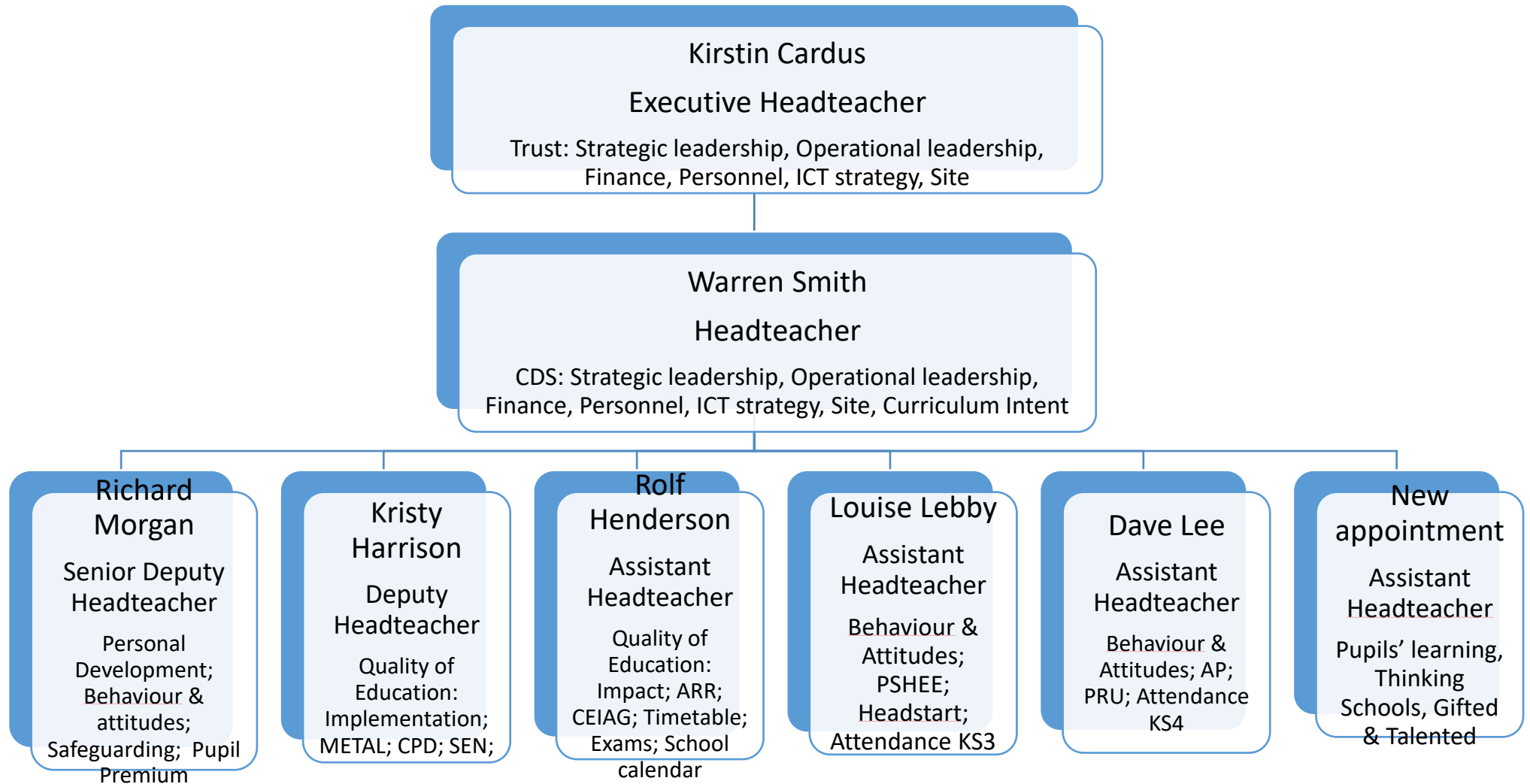
CT10 2RL

recruitment@cds.kent.sch.uk

Barton Court Academy Trust (BCAT) Omnigraph



The Charles Dickens: Proposed Omnigraph



BCAT Business Management Team

**Trust Finance/Premises
Manager
Tracey Swift**

**Trust Personnel/Marketing
Manager
Roberta Light**

**Trust ICT Strategy/Projects
Manager
Marc Blake**