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A specialist school for young people with Social, Emotional and
Mental Health needs, with a specific focus on neurodivergent
learners
Aged 4-16

ASSISTANT HEADTEACHER

Pay Range: L3 – L8
£46,548 - £52,659

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For further information or to request a meeting or telephone call with the Headteacher email – admin@thekeystoneacademy.org / Tel: 01743 599011

Dear Applicant

Thank you for your interest in the Assistant Headteacher vacancy.

We are looking to appoint a highly motivated Assistant Headteacher with the vision and experience to play a pivotal leadership role at The Keystone Academy. This is a truly unique opportunity for an ambitious, inspirational and talented practitioner to support the Headteacher in continuing to develop our brand-new specialist school for SEMH and neurodivergence. We are looking for an outstanding practitioner who can bring creative and innovative ways of working within the Trust and the local authority.

Reporting to the Headteacher, the Assistant Headteacher will have various responsibilities, including but not limited to, strategic leadership and management of SEND and inclusion across the school; collaborative development of an outreach team to support local stakeholders, including schools and families; supporting positive behaviour across the school; safeguarding students.

The role will demand an individual who is capable of leading and inspiring others to develop new initiatives and drive a culture of collaboration and high standards, across the whole school. The successful candidate will show the ambition and determination to achieve outstanding outcomes for all learners, overcoming challenges and never underestimating our students. They will focus on the holistic development and achievement for everyone.

The Keystone Academy will become a beacon of outstanding practice in SEMH specialist provision, like the other academies within The YES Trust. You will have the opportunity to grow with the school and truly make a difference to some of the most vulnerable, yet wonderful, young people in society.

If you feel that The Keystone Academy may be the right place for you, I hope you will consider applying for the post.

I will be more than happy to have an informal conversation if you have any questions, so please do get in touch via admin@thekeystoneacademy.org / Tel: 01743 599011.

I look forward to hearing from you.

Yours sincerely

Mrs Ali Bellaby
Headteacher

The Keystone Academy Recruitment and Selection Process

You are asked to complete the Youth Engagement Schools Trust application form (available on the School and Trust websites)

<https://thekeystoneacademy.org/vacancies/>
<http://theyestrust.org/vacancies/>

You are asked to include as part of, or separate from the application form, a letter of application that addresses the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter brief and to the point (maximum 2 pages). **CVs will not be accepted, so please do not send in, or refer to one.**

You are asked to return your application form & letter of application by email to:

admin@thekeystoneacademy.org

The deadline for applications is: 12pm (midday) Friday 10th February 2023

Time Line for Assessment and Selection Process	
Advertising window	From 23 rd January 2023
Closing date for applications	12pm (midday) on Friday 10 th February 2023
Opportunity for informal discussions with Headteacher	By appointment
Interviews	Week comm 13 th February 2023
Start Date	24 th April 2023

The Keystone Academy Educational Vision

The Keystone Academy brings together the vision of the YES Trust with that of Shropshire Local Authority, aiming to provide an excellent specialist school for students with SEMH, including those with neurodivergent needs. We will develop a truly passionate team that will gain a strong local understanding around working processes and support networks based in Shropshire and will strive to work very closely with the Local Authority.

Moral purpose

The Keystone Academy and the wider Trust, strive for equity - providing exactly what each learner needs, maximising their potential and fostering an unwaveringly positive outlook that is healthy and vibrant for all.

Vision

To support all vulnerable learners, raising their aspirations through high quality engaging education which empowers and liberates their futures.

At The Keystone Academy, we believe that:

- Learning should be exciting and purposeful
- Every student should have the opportunity to reach their full potential, whatever that may be, regardless of their abilities, needs, disposition or background
- Neurodivergence should be celebrated and seen as a strength
- Nurturing the whole child prepares them for success and happiness in school and life
- Creating a safe and respectful environment enables students to learn best
- Working in collaboration, with students, families, staff, agencies, and the local community, we can overcome challenges and achieve great things

This vision will enable us to ensure that all students will leave The Keystone Academy happy, well-balanced, life-long learners who are well prepared for their future beyond school. The bespoke curriculum for academic, vocational as well as social and emotional learning, will allow and encourage all students to progress towards high quality destinations. We will nurture our learners to acquire a repertoire of skills and knowledge anchored around their personal pathways. Students will be supported to achieve their highest possible outcomes, enabling them to realise their hopes and dreams.

‘Keystone’ represents far more than just a name for a school. It neatly summarises our vision for the Academy, and expresses the ethos for the education we strive to provide; an ethos focused on positive achievement and success at every stage. A keystone in a literal sense is the main stone that holds complex structures together and we see our role with this school as a figurative keystone for children, families, support services and wider life ambitions. By adopting this keystone approach, we will ensure the core focus is child centred, with full support, providing real life opportunities.

Assistant Headteacher Job Description

Key Priorities

- Support the strategic vision and direction of the Academy
- Support strategic leadership and management to staff within the Academy
- Support with securing and sustaining effective teaching and learning throughout the school
- Undertake Performance Management and Line Management responsibilities for a group of teachers and other staff in the school
- Deploy staff and resources efficiently and effectively to meet specific objectives in line with school's strategic plans.
- Ensure effective pastoral care and behaviour support throughout the school
- To be responsible for the day to day leadership and management when the Headteacher, or Deputy Headteacher are not in the Academy

Teaching and Learning

The Assistant Headteacher will help secure and sustain effective teaching and learning throughout the Academy, monitor and evaluate the quality of teaching and standards of students' achievement, and use benchmarks to track set targets for improvements. He/she will:

- Contribute to the teaching of their specialist subject throughout the school as required
- Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- Help organise the curriculum and its assessment; work with the Headteacher and other Senior Leaders to monitor and evaluate it in order to identify areas for improvement
- Ensure that the curriculum and assessments meet the Academy's curriculum requirements
- Ensure that improvements in literacy, numeracy and information technology are priority targets for all students

Leading and Managing Staff

The Assistant Headteacher will help motivate, support, challenge and develop staff to help secure improvement. He/she will:

- Maximise the contribution of staff to improving the quality of education provided and the standards achieved and ensure that constructive working relationships are formed between staff and students in the Academy
- Ensure that equal opportunities and inclusion policies are reflected in practice
- Work with the Senior Leadership Team to implement and sustain effective systems for the management of staff performance, incorporating appraisal, threshold and targets for

teachers, including targets relating to professional practice and students' progress and achievement

- Specifically motivate and enable all staff in the Academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs
- Line manage staff members as directed by the Headteacher
- Lead, support and co-ordinate the provision of high quality professional development
- Sustain their own motivation and that of other staff
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers

Partnership Working

- Support in establishing a culture and curriculum which fulfils the aims and requirements of the wider community as set out in the vision
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the Academy to enrich student experience and to promote the Academy's value to the wider community
- Collaborate with local schools, the local authority and other agencies to promote inclusion and the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Represent the Academy at relevant meetings, as and when required

Health and Safety / Child Protection

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that members of the staff take reasonable care for the health and safety of themselves and others
- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

Trust collaboration and CPD

- Develop and plan their own CPD to support the Academy's strategic development plan
- Actively work with colleagues across the Trust to seek improvements to the curriculum, personal and social development, and general processes and procedures across the school.

ASSISTANT HEADTEACHER

YES TRUST

Accountable to: Headteacher
PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications/ Education	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree or equivalent • Evidence of further professional development 	<ul style="list-style-type: none"> • Graduate Status • Recognised leadership / SEND / SENCO / curriculum / SEMH qualification 	<ul style="list-style-type: none"> • Application/Interview/ Certificate
Skills and Experience	<ul style="list-style-type: none"> • Working alongside other school and external professionals to ensure robust procedures and sharing of good practice • Helping raise standards of literacy and numeracy in tandem with other staff by implementing appropriate interventions • Using class support strategies and monitoring the impact • Application of the need to delegate responsibility with accountability for area of responsibility <ul style="list-style-type: none"> • Analysis of data for impact and to target support areas • Rigorous tracking providing detailed and accurate information to underpin and ensure a planned programme of professional development for all staff to ensure they meet the needs of individual students • Inspiring staff to promote a love of learning to all students including those who struggle with formal education • Resolve conflict through active listening and negotiation • Demonstrate a flexible approach and a willingness to listen to others • Provide advice and guidance to parents and carers in a positive and clear manner • Remain calm when working under pressure. <p>Evidence of:</p> <ul style="list-style-type: none"> • Training and understanding of child protection 	<ul style="list-style-type: none"> • Involved in the implementation of the new national Curriculum • Experience of leading Personal, Social Development (PSD) projects • Experience of leading CPD for external partners (e.g. schools, parents/carers) 	<ul style="list-style-type: none"> • Application / Interview/ Reference
Teaching Experience	<p>Proven ability to:</p> <ul style="list-style-type: none"> • Set high expectation which inspire, motivate and challenge students • Promote good progress and outcomes by students 	<ul style="list-style-type: none"> • Evidence of having led whole school learning and teaching strategy • Demonstration of high expectations 	<ul style="list-style-type: none"> • Application/ Interview/ References

	<ul style="list-style-type: none"> • Demonstrate good subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all students <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • Fulfil wider professional responsibilities • Communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies • Commitment to school-wide focus on student attainment 	<ul style="list-style-type: none"> • Success with students who are below expected levels 	
Leadership and Management	<ul style="list-style-type: none"> • Evidence of successful experience in a middle or senior leadership/management role • Evidence of successful experience in developing initiatives and managing change • Evidence of effective contribution to the School Development Plan • Evidence of effective delegation to staff and effective follow-up to ensure tasks are complete to a high standard • Ability to analyse situations, prioritise and help to implement realistic solutions • Ability to establish and develop good relationships with all involved in the school • Commitment to the school's wider community 	<ul style="list-style-type: none"> • Proven ability in leading a staff team • Experience of recruiting and inducting staff. • Effective liaison with Governors and a good understanding of their role • Evidence of leading CPD for staff, Governors and Parents. • 	<ul style="list-style-type: none"> • Application/ Interview/ References
Knowledge and understanding	<ul style="list-style-type: none"> • Demonstrate a good level and understanding of ICT • Knowledge of how to deal with safeguarding issues in school. • Knowledge of OFSTED Framework • Thorough knowledge of current educational issues, including SEN legislation, guidance, code of practice and developments • Awareness of current developments in education and the implications of these. • Understanding the planning of the National Curriculum and its application in a school, including assessment, recording and reporting, and be able to adapt as per the school's curriculum plan • Know how to use a school's data to identify strengths and areas of development. • Understand how to plan appropriate interventions. • Behaviour management techniques for groups and individuals. • Know how to develop effective rapport with students, this being based on high expectations and establishing a purposeful learning environment. 	<ul style="list-style-type: none"> • Knowledge and experience of current good practice and development in special education provision. • Knowledge of successful practice in teaching hard to reach students. • Knowledge of how to promote independence for young people with complex needs. • Behaviour Management training • Knowledge and experience of implementing attachment / nurture / trauma – informed approaches 	<ul style="list-style-type: none"> • Application/ Interview/ References
Shaping the Future /Philosophy	<ul style="list-style-type: none"> • Demonstrate and communicate clear vision 		<ul style="list-style-type: none"> • Application / Interview

	<ul style="list-style-type: none"> • Expectation of high achievement of all students • Evidence of understanding and commitment to equality of opportunity • Respect for students' individual difference • Commitment to parental partnership in education and developing links between school, home and the community 		
Strengthening Community	<ul style="list-style-type: none"> • An ability to establish and maintain positive partnerships with parents, students and communities • Awareness of the need to develop a school culture responsive to the nature of the school's communities 	<ul style="list-style-type: none"> • Work in the wider community. 	<ul style="list-style-type: none"> • Application / Interview • Application / Interview
Other Requirements	<ul style="list-style-type: none"> • Positive recommendation from present employer • Satisfactory attendance record • Safer Recruitment criteria met. • For internal candidates, proven track record in own setting. 		<ul style="list-style-type: none"> • Letter • Reference

The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.



At the Yes Trust, we believe our aims and vision for our students and their carers are best achieved through supported and valued team members. We offer the following benefits to all Trust employees from their first day with us:

- Access and support with training and CPD
- Specialist training where required
- Free lunch at school
- Free parking
- Nursery benefits
- Car purchase salary sacrifice scheme
- Education Mutual – access to free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox
 - A huge range of discounts, free gifts, perks including shopping, eating out, holidays
 - The wellness Hub – access to a variety of practical and useful resources
 - Medical – on-line GP appointments, prescriptions and advice at a time convenient to you



The Youth Engagement Schools Trust (YES TRUST) Safer Recruitment Policy Statement

The safe recruitment of staff in The YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in The YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status,

disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)
- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling and security of Disclosure information.

A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.

Note re: School holidays

Before applying, please be aware that The Keystone Academy adopts a slightly different holiday calendar to other schools. Each half term is approximately six weeks in duration with two week breaks in between. This will mean that summer break will be approximately 4 weeks in duration. For further clarification please contact the Headteacher.