



Kindness **Curiosity** **Courage** **Determination** **Resilience** **Teamwork**

Assistant Headteacher Candidate Information pack



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**IF YOU REQUIRE THIS INFORMATION IN AN ALTERNATIVE
FORMAT PLEASE CONTACT US**

A letter from Jennese Alozie, Chief Executive Officer

Thank you for your interest in the Assistant Headteacher position at Woodlea Primary School, part of the Wey Valley Partnership. This is a fantastic opportunity to join our Trust at a crucial time in its journey.

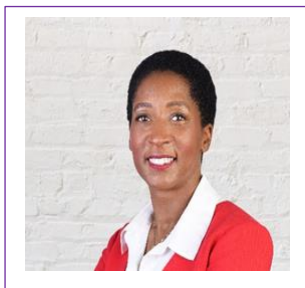
As members of the University of Chichester (Multi) Academy Trust, the Academies share a strong belief that education is the key to transforming lives and accessing social mobility. As a Trust we passionately believe in a collaborative approach, encouraging all our Assistant Headteachers to share their experience and become an integral part of the Senior Leadership Team.

When visiting Woodlea Primary School, you will see an exciting, collaborative culture, where pupils want to achieve their best, talk confidently about their learning and feel their teachers support their aspirations. The Academies in the Wey Valley are in the process of moving to a collaborative curriculum, which underpins their approach and was created with contributions from the children, staff, parents and governors, and this contributes to the Academy's Journey to Excellence programme that sets out how the Academy will make a real and sustained impact.

If you believe you have the ambition, passion, skills and expertise to make a significant contribution to our Academies, its community and the Trust, have a student-centred approach to learning and teaching, share our values and would like to join our innovative and dynamic educational family, we would love to hear from you.

I hope this information pack will provide you with an insight into the Academies and the Trust, if you are interested to learn more we would invite you to visit the Academy and we would be pleased to answer any questions you may have.

Jennese Alozie
Chief Executive Officer



"The Trust's vision to inspire young people, raise aspirations and transform life chances is shared by the school leaders and governors. Strong and effective relationships exist between trustees, the trust's officers, governors and headteachers."

Ofsted Review of the Trust

Woodlea Primary School – Welcome from Abigail Oliver

An exciting opportunity has arisen for an ambitious leader, who is also an excellent Class Teacher, to join our wonderful primary school set in the heart of a stunning woodland, as we embark on the next stage of our journey to educational excellence.

We have just under 200 children aged 4 – 11 and an exceptionally dedicated teaching and support staff team, who all have the highest aspirations for our children. We know that children flourish when they are treated with care and respect. The passion, commitment and kindness of our team explains why Woodlea is such a special place. We pride ourselves in offering a curriculum that inspires and excites our children to have a love of knowledge and learning. Our inclusive school helps all children and staff to believe in themselves and to excel in their own individual way. We have high expectations of everybody and provide both children and staff with a wide range of engaging opportunities so that they can achieve their very best.

We recently joined the University of Chichester Multi-Academy Trust family. Each academy has a unique identity, but a shared belief in creating a positive and enriching environment, where all staff feel valued and proud to be part of the Trust. There are a wide range of professional development opportunities available within our school and as part of the Trust. We are committed to providing a range of leadership pathways and experiences, personalised to your own needs.

- Are you passionate and dedicated to do whatever it takes for all children to thrive?
- Are you calm, kind and able to see the best in every child and member of staff?
- Are you able to work collaboratively and flexibly with our leadership team to drive the school forwards, to ensure excellent teaching, highly effective learning and high standards of attainment, behaviour and attendance?
- Are you able to monitor the effectiveness of the curriculum and its assessment and ensure that statutory requirements are met?
- Are you experienced in rigorous tracking and monitoring of children's attainment and progress?
- Are you able to communicate confidently, clearly and sensitively, with a strong commitment to nurturing positive relationships with children, parents/carers, governors and the wider community?
- Are you experienced in motivating, challenging and coaching staff to achieve their best?
- Are you able to lead on whole school initiatives?
- Do you have experience of leading a core subject?
- Are you an inspirational and experienced class teacher who can demonstrate a record of success in accelerating children's progress?

If the answer is yes, we would love to hear from you!

Abigail Oliver, **Headteacher**



Message from Alex Maxted, Chair of Governors for the Interim Board

As a new academy joining our Trust and coming into the Wey Valley Partnership of academies, it is a real joy to welcome Woodlea. The school is truly unique, with an incredible setting and a vision for inclusive curriculum provision and enrichment in the natural environment for all children. As Chair of the Interim Local Governing Body, I have the privilege, along with a strong governance team, of providing support, challenge and capacity to the academy in this next stage of its journey.

As well as a dedicated staff team within Woodlea, joining our academy means becoming part of a network of colleagues across the Trust. In particular, it means collaborating and sharing responsibility, resources and expertise for the collective benefit of all children and communities served by the academies in the Wey Valley Partnership. On a practical level, at Woodlea, this means becoming part of a small school, with all the benefits and opportunities a small academy can offer pupils, families and staff. However, it also means benefitting from a wider team and the peer groups and sharing that can sometimes be more difficult for a small school working on its own.

This is a great time to join Woodlea and be instrumental in its leadership for this new chapter.

Alex Maxted
Leader of Academy Improvement



University of Chichester Multi-Academy Trust

We are a strong team made of a University, Secondary, Primary and Teacher-educators. The University of Chichester Academy Trust ('The Trust') is uniquely placed to make a difference in the local education landscape. Schools join our Trust to do so because they wish to work with like-minded schools who have a shared passion for student-centred learning, and a desire to work together for the benefit of the wider community they serve.

The Trust has 16 academies, 2 Inclusion Centres and a SCITT in its education family, based in Hampshire, Portsmouth and West Sussex, with over 1,000 employees across our Trust we educate 5,845 children.

Co-Leadership Approach:

The Headteachers, Deputy Headteachers and Assistant Headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our Headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies

A shared Vision:

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A shared Mission:

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

What We Offer You

To your career

- A strong commitment and support for your personal leadership journey
- Opportunities for shared learning and collaboration across the Trust and the wider network
- Extensive professional and personal development opportunities
- To help shape the future of successful and innovative schools.

To be part of something bigger

- A system leader on the local and regional stage
- A strong and supportive governing body
- The opportunity to be part of the School Leadership Teams, who are passionate and committed to a shared set of values to make a difference as we drive improvement in a changing world
- A collaborative Trust which inspires innovation and a network of Business Managers that can influence and shape the strategy of the wider Trust.

To make a difference

- To be part of a team that makes a real difference to the life chances of our children and young people
- Contributing to the creation of a culture and environment in which staff feel valued, are inspired and work in buildings which promote and enhance child progress and learning.

Other staff benefits

- Teachers' Pension Scheme
- The mental health and wellbeing of staff is of key importance and in addition to professional support we provide an extensive employee assistance provision, including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal development programme
- Access to the University's vast Library resources and to the National College resource
- Employee Discounts platform, saving £££'s on a range of goods and services
- Gym Discount
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Security of knowing you are joining an organisation whose sponsor has been promoting education for almost 180 years.

Job Profile

Job Title: Assistant Headteacher

Reports to: Headteacher

Location: Woodlea Primary School. You will also be required on occasion to travel to other academies within the Trust or to the Trust's central office.

The function of the post:

Supporting the Headteacher you will assist in providing strategic leadership and direction to ensure that the children get the best possible educational experience from Reception to Year 6. With a shared belief in the vision and values of the University of Chichester Academy Trust, you will ensure a child-centred approach where teaching is consistently good or better. Fostering confidence, ambition and motivation in staff to promote and deliver a positive, exciting and relevant learning experience for pupils, the post holder will also engage and enthuse parents for the benefit of the pupils and School.

Principal Accountabilities:

- To be responsible for the professional duties of the Headteacher in the event of their absence when directed.
- Work with the senior leadership team of the Wey Valley Partnership to deliver a coherent learning journey/curriculum for all pupils from Early Years to Year Six.
- Manage the collection and analysis of data on pupil performance, presenting data to teaching staff in a manner that enhances understanding and learning, and encourages action that will bring about improvement in standards.
- To lead and manage the School's Continuing Professional Development Policy and procedures that will bring about tangible improvements for the benefit of the whole school.

Leadership and Development

- As a member of the Senior Leadership Team you will share responsibility with

the Headteacher in delivering the strategic management and conduct of the School whilst working in partnership with the local governing body, the Trust and other key stakeholders;

- Provide motivation, inspiration and high expectations in order to establish and maintain an organisational framework that will support the continuous development of the School and strengthen leadership and management capacity;
- Contribute to the creation and implementation of a strategic plan that is underpinned by sound financial planning and quality assurance, within a local and national context that identifies priorities and targets, to raise the attainment levels of pupils and engage with pupils in relevant learning that is both positive and exciting;
- Take responsibility for the quality of education provided at the School, whilst engaging and promoting collective responsibility within the school community and contributing to the education service more widely;
- Assist the Headteacher in the creation, implementation, review and update of the School policies, ensuring that policies and practices are compliant with the University of Chichester Academy Trust's requirements and take account of the national, local and school research and inspection findings;

Teaching and Learning Support

- Demonstrate excellent classroom practice.
- Work with the Leadership Team to secure and sustain high expectations and excellent practice in teaching and learning throughout the School. This will include monitoring and evaluating the quality of teaching and standards of pupils' achievement, and the use of benchmarks and SMART targets for improvement.
- To contribute strategically to the teaching programme of the School that encourages best practice, working

within a robust and supportive performance management system that integrates professional learning within it;

- Be recognised as a leader of innovative and engaging teaching, creating a learning environment in which staff are inspired and motivated to deliver high-quality teaching that, along with robust assessment and other procedures, meets the needs of all pupils leading to improved learning outcomes and standards of education;
- Develop and apply appropriate teaching techniques, providing material that is current and which creates interest, understanding and enthusiasm among pupils;
- Show commitment to ensuring creativity, innovation and the use of appropriate technologies to achieve excellence.

The University of Chichester Academy Trust:

The Trust's vision is "For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives", and it is our mission "To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning..."

With a supportive and collaborative approach, it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy's own identity.

National Standards of Excellence for Headteachers:

Act in accordance with the National Standard of Excellence for Headteachers 2020.

"Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high-quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools."

Teachers' Standards (England)

Uphold principles of the Teachers Standards, ensuring all teachers perform at a level that is consistently good or better across the current Teachers' Standards (England).

Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the Academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

Health and Safety:

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The University of Chichester Academy Trust will support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

Data Protection:

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality,

treatment of personal information and records management.

Safer Recruitment:

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs

Person Specification

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Knowledge and Qualifications – Essential	Knowledge and Skills - Desirable	Evidenced through
Qualified Teacher with evidence of continual professional development or relevant accredited study appropriate to the post.	Relevant accredited study and/or professional development such as leadership and management training.	<ul style="list-style-type: none"> • Application • Documentary evidence • Interview
Current knowledge of the national curriculum and research, initiatives and technologies in child learning and development.		
Good understanding of assessment procedures including assessment for learning and end of KS assessment		
Good understanding of the principles of equality and diversity that support a culture that embraces diversity within the classroom and community.		
Knowledge of, and training in health and safety and safeguarding legislation within the context of school compliance.		
Current knowledge of the new Education Inspection Framework.		
Skills - Essential	Skills – Desirable	Evidenced through
A skilful communicator with strong, interpersonal and presentation skills, both verbal and written, which naturally adapts to a diverse audience, e.g. governors, parents and carers, staff, pupils and the wider community on a wide range of issues to provide clarity of vision, influence and direct or challenge others.		<ul style="list-style-type: none"> • Application • Interview activities • References
ICT skills that enables efficient and effective administration, supports the work of the school and enhances pupil learning in the classroom.		
Evidence of leadership and team qualities that contribute to an effective and strong leadership team, with the ability to set and achieve challenging goals in a supportive environment. Identify and deliver change to a high level, which promotes organisational reflection and an enthusiasm and motivation for continued improvement and shared thinking.		
Skill set required to successfully extrapolate, analyse and report data to a diverse audience.		

Organisational, financial, budgetary, management and administration skills relevant to the effective delivery of the duties of the post to achieve the academy's educational goals and priorities.			
Excellent people skills, managing issues in a sensitive, supportive and appropriate manner to support the effective operation of the Academy.			
Networking skills that build a professional learning community and enable good practice to be shared for the benefit of the Academy and the Academy Trust.			
Experience - Essential	Experience – Desirable	Evidenced through	
An exemplary cross primary phase classroom practitioner who is leading in curriculum innovation, supporting and motivating colleagues to enhance teaching through good primary practice and shared thinking to enable successful school improvement with evidence of how this has a positive impact on pupils achieving their full potential.	Previous Leadership experience, ideally with the primary age range	<ul style="list-style-type: none"> • Application • Interview activities • References 	
Supporting elements of whole school management in a similar or SLT role, including financial, budgetary and resource management and staff recruitment.	Experience of contributing to SEF.		
Experience of managing and using pupil attainment, tracking and interpreting data and moderating achievement.	Delivering successful in-house training. Experience of moderation.		
Proven track record of monitoring, evaluating and improving quality of learning and teaching, building effective strategies for academy self-evaluation and making effective use of ICT in learning	Previous Senior Leadership experience, ideally with the primary age range.		
Demonstrable evidence of being part of a successful team that delivers measurable improvement.	Experience as a school governor.		
Evidence of collaborating and building effective relationships with parents, carers and the wider community to enrich teaching and learning for the wellbeing of pupils.	Experience of collaborative working with multi-agencies for the benefit of the pupils.		
Evidence of strong behaviour management skills to support colleagues with the personal and social development of all pupils.	Experience in managing additional educational needs provision.		
Demonstrable evidence of being part of a successful team that delivers measurable improvement in teaching practice with shared thinking and operational management	Experience of being inspected by OFSTED at a senior level.		
Personal Attributes - Essential	Person Attributes – Desirable		Evidenced through
Strong working ethos with a pro-active, positive, enthusiastic and flexible approach, and a high level of commitment to team work, the whole School community and academy approach.			<ul style="list-style-type: none"> • Interview activities • References

The presence to inspire confidence and trust, enabling individuals and teams to develop and feel empowered and motivated to achieve high goals, promoting collaboration, shared knowledge and understanding.		
An ability to promote organisational, individual and self-reflection, that enables positive response to feedback to inform decision making and creates an enthusiasm and motivation for continued improvement and shared thinking		
An ability to foster an open, innovative, equitable culture, dealing with difficult decisions or situations in a timely manner, making reasoned judgements, conveying conclusions clearly, positively and sensitively		
Welcomes accountability to a wide range of groups, forms constructive relationships with all and understands the importance and value of engaging with parents, carers and the wider community.		
Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance for the well-being of self and others.		
Commitment to equality that raises aspirations for all, challenges prejudice and assumptions and promotes integration, celebrating the diversity of multi-cultural Britain		
Self-reflective and responsive to feedback from a range of sources that help to identify and inform future decision making.		
Positive attitude to change, with an adaptable and versatile approach.		
Enthusiastic, approachable and optimistic, with the presence to inspire confidence and trust, enabling others to feel empowered and motivated to achieve high goals.		
Develops and empowers individuals and teams that promotes collaboration, shared knowledge and understanding, where success is celebrated and individuals accept responsibility for outcomes.		
Commitment to equality that raises aspirations for all, challenges prejudice and assumptions and promotes integration, celebrating the diversity of multi-cultural Britain.		

March 2025

Application Procedure

If you are interested in this post, you are warmly invited to visit our school, please contact Sarah Stanbridge by email at s.stanbridge@woodlea.hants.sch.uk or telephone at 01420 476342 if you wish to arrange a school visit.

Applicants should **complete** an **Application Form** which can be downloaded from the Trust's website www.unicat.org.uk/find-job and return it by email to UNICATRecruitment@chi.ac.uk.

The closing date is Tuesday 22nd April 2025. The Assessment and Interview dates will be on w/c 28th April at Woodlea Primary School.

If you have any queries, please contact the University of Chichester Central Team by emailing UNICATRecruitment@chi.ac.uk.

University of Chichester Academy Trust
HR Department
Arran House
Bognor Regis Campus
Upper Bognor Road
Bognor Regis, PO21 1HR

T: 01243 793499

E: unicathr@chi.ac.uk

Statement in Support of Application

In addition to completing the Application form, please inform us in no more than 250 words how you believe you can add value to the School and the Academy Trust.

Application Form Completion

When completing the Application Form, please refer to the Job Profile and particularly the Person Specification in the context of the accountabilities.

You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

You may submit a separate sheet detailing your qualifications and previous employment.

All other information requested should be contained within the application form.

Selection Procedure

The shortlist will be completed shortly after the closing date and successful candidates will be invited to attend the Assessment Day and Interview Day on w/c 28th April 2025.

Failure to send your expression of interest form to the above address may invalidate your application.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the HR Team immediately on the number above.