

Arnold Academy Deputy Headteacher Recruitment Pack



Welcome to The Pyramid Schools Trust

Our Trust formed in June 2020 after many years of successful collaboration between our lower, middle and upper schools.

We believe that by working together and adopting an 'all through' approach to the education of our pupils from three to eighteen years of age, we provide the best chance of academic success, the best opportunities for personal development and the best environment to nurture their personalities and talents.

Our aim is for PST pupils to feel safe and enjoy all aspects of school life; achieve to the highest levels they are capable; know how to develop and maintain great relationships; have a broad range of experiences and opportunities and to develop the cultural capital necessary to ultimately lead happy and successful lives.

Our Trust currently consists of five schools: Harlington Upper, Parkfields Middle, Arnold Academy, Westoning Lower and Ramsey Manor Lower. We enjoy very close and collaborative relationships whilst maintaining each school's individual identity within the communities they serve.

Steve Kelly, CEO





Welcome from the Headteacher at Arnold Academy

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Arnold Academy – a middle school, and part of the Pyramid Schools Trust.

This position has become available following the retirement of the former postholder at the end of the academic year. You will be joining myself and the warm and welcoming senior team in an exciting phase of development, as I have only just taken the Headteacher role as of September 2022. This provides you a great opportunity to help shape the future of the school as we plan for the next 3-5 years of success.

Arnold Academy has approximately 720 pupils across four years, and like all schools we are emerging from the pandemic, having embraced online learning, but now getting back to 'normal' school life. We are looking for someone to assist me as Headteacher by providing experienced and impactful strategic leadership to ensure the smooth running of the school.

We are situated on the edge of a thriving and popular village. Barton le Clay lies between the M1 and the A1, and many commute to Luton or Milton Keynes, or to London, but it retains a village feel and there is a strong connection to the school. Many pupils have parents and grandparents who attended, and our new Deputy Headteacher must be ready to embrace the community the school serves.

This is a fast-growing area of the country, with challenges ahead as new housing is planned both in the village and in the wider area. We are also just five miles from Luton – one of the most diverse towns in the country - and many pupils make the journey from there each day.

Arnold was one of the prime movers towards forming a multi academy trust, and continues to play a key role. The successful candidate will find our school governing body committed to supporting staff, but also not afraid to challenge. Staff at Arnold are dedicated, parents are supportive and the school is full of talented, caring pupils.

We strongly recommend tours of the Academy and a chance for you to meet us prior to application, although this is not essential. Please email admin@arnoldacademy.org.uk in order to arrange a tour. I look forward to hearing from you and receiving your application by midday on Wednesday 5th October. The interviews for this post will be on Wednesday 12th October.

Kind regards

Pete Roberts - Headteacher

School Vision

At Arnold Academy we aim to make every day enjoyable and successful for our children. We commit to ensuring our pupils have the best environment in which to flourish and nurture their talents and qualities. In addition to high academic achievement, we want our pupils to have a strong moral purpose, underpinned by positive values. By focusing on this, we aim to ensure that Arnold pupils understand their responsibilities and play an active and positive role in their community, both now and in their future lives.

Our aims reflect our commitment to high standards in a happy and purposeful atmosphere of high expectation.

Our aims are:

- To attain high standards of achievement, and ensure that every child fulfils their potential.
- To provide a high quality and stimulating curriculum.
- To provide a secure, challenging and happy environment in which our pupils enjoy learning.
- To extend children's understanding of themselves, of the world in which they live, and of the school and wider community.
- To engender positive values such as respect, tolerance and care so that our pupils have an understanding of others and the diverse society in which we live.
- To work in active partnership with parents and carers.
- To promote the highest standards of behaviour, good relationships and positive attitudes.
- To achieve confidence, independence, perseverance, co-operation and adaptability.
- To ensure equality of opportunity for all at Arnold Academy.



Deputy Headteacher Job Description

Accountable to: Headteacher

Scale: L14 to L18

Start Date: January 2023

Purpose

- To work closely with the Headteacher to provide excellent, strategic leadership and high-quality management at a whole school level, enabling the school to realise its strategic intent
- To support the Headteacher in monitoring and developing the quality of provision and therefore securing academic improvements and overall success in students learning at Arnold Academy
- Ensuring the smooth day-to-day organisation and operation of the School
- Deputising for the Headteacher when required
- The Deputy Head will be expected to work collaboratively and closely with the other members of the SLT to contribute to all aspects of the leadership and management of the school

Main Duties and Responsibilities

- Curriculum, Teaching and Learning
 - Articulate and lead the school's curriculum intent and its successful implementation
 - Monitoring and improving the quality of provision and leading on robust quality assurance
 - Monitoring progress of all students and arranging any necessary intervention for students to ensure strong academic outcomes for all
 - Work alongside the School Business Manager to collate strategy and vision to produce the school timetabling for lessons, staff and rooms
- Staff Wellbeing and Professional Development
 - Oversight of the vision and activities to achieve and maintain strong staff wellbeing
 - Overseeing the Appraisal System for teaching staff
 - Line management of key areas
 - Leading on CPD for all staff
- Undertake any professional duty which may be delegated by the Headteacher, in accordance with Part IX of the School Teachers' Pay and Conditions Document

Strategic Direction

- Develop our educational vision and strategic direction and ensure this vision is clearly articulated, shared, understood and acted upon effectively by all.
- Take part in the cycle of self-evaluation, improvement planning, monitoring and review.
- Act as a key driver of development, change and improvement.
- Take the lead role in developing and implementing a number of whole school improvement areas.
- Lead and inspire others to make an impact on the educational progress of all students.
- Act as an excellent role model to promote the school's ethos and vision both within school and to our wider community.
- Motivate and work with others to create a shared, high-expectation culture and positive climate.
- Ensure creativity, innovation and other transformational activities to raise standards across the school.
- Communicate well with all stakeholders to secure the success of new initiatives.

Curriculum, Teaching and Learning and Responsibilities

- Articulate and lead the school's curriculum intent and its successful implementation
- Ensure that all pupils have equality of opportunity and can work to their optimum.
- Ensure a consistent and relentless school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Monitor, evaluate and review standards of teaching and learning and promote improvement strategies.
- Directly line manage, support and review the work of a number of areas of the curriculum including the Assistant Headteacher for Teaching and Learning
- Work alongside the School Business Manager to collate strategy and vision to produce the school timetabling for lessons, staff and rooms
- Challenge under performance at all levels and ensure effective corrective action and follow up.

Professional Development

- Build capacity amongst staff to deliver and sustain the highest quality outcomes.
- Treat people fairly, equitably and with dignity and respect to create and develop a positive school culture of personal responsibility and the celebration of excellence.
- Take a lead role across the school in ensuring that staff CPD needs are both identified and supported.
- Create opportunities at all levels within the school for shared leadership and the conditions for effective team working, ensuring the development of effective working relationships with others.
- Coach and support the development of leadership and management skills in others.
- Undertake the performance appraisal for key senior and middle leaders to ensure they are equipped to be properly accountable for the performance of their team members.
- Develop and lead INSET linked to the post holder's areas of whole school leadership.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop and maintain a culture of high expectations for self and for others.
- Regularly review own practice, set personal targets and take responsibility for own personal development, including maintaining an up to date knowledge of educational initiatives, developments and legislation.

Management Responsibilities

- Deputise for the Headteacher when appropriate.
- Support the Headteacher in recruiting, retaining and deploying staff appropriately and assisting in managing their workload to achieve the vision and goals of the School.
- Deputise for other members of the senior leadership team and assist other members of the school's wider leadership group as appropriate.
- Produce and implement clear evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure open and collaborative approaches are embraced to develop effective communication and teamwork.
- Ensure that operational systems relating to teaching and learning, health and safety, pupil welfare and safeguarding are implemented and working effectively.
- Develop and promote policies and procedures that ensure the school's distinctive ethos and aims are reflected in our practice.
- Undertake specific, significant roles in the leadership and management of the school.

Holding Others to Account

- Monitor, review and be accountable for the continued, effective work of all staff for whom the post-holder is responsible.
- Identify areas of underperformance and/or further development and ensure that colleagues are supported and challenged appropriately.
- Contribute to the monitoring and evaluation cycle including lesson observations, learning walks, data analysis and review meetings.
- Contribute to the relevant sections of school self-evaluation and improvement planning.
- Report to the Headteacher and Governors regularly and attend governor meetings and various committees as directed.

Community Responsibilities

- Create and maintain an effective partnership and good communication with parents and carers to support and improve students' achievement and personal development.
- Develop communication both within the school and the wider community.
- Build a school culture and curriculum which reflect diversity and promote positive strategies for challenging discrimination of any kind.
- Ensure learning experiences for students are linked to and integrated with the wider community.
- Collaborate with other agencies and develop strategies to provide for the academic, spiritual, moral, social, emotional and cultural well-being of pupils.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

Person Specification

	Essential Criteria	Desirable Criteria
1. Qualifications/ Professional Development	<ul style="list-style-type: none"> ▪ Qualified teacher status ▪ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning ▪ Ability to identify own aspirations and learning needs ▪ Experience of supporting others in identifying their learning needs 	<ul style="list-style-type: none"> ▪ NPQ award or Leadership Pathways certification ▪ Experience of leading/coordinating professional development opportunities ▪ Professional development activities involving other schools
2. Experience	<ul style="list-style-type: none"> ▪ Successful experience in a senior leadership role ▪ Proven record of leading exemplary teaching which has ensured good/outstanding progress for pupils across the full ability range ▪ Proven record of successful whole school teaching and curriculum leadership leading directly to improved achievement ▪ Secure knowledge and understanding of all curriculum requirements, new accountability frameworks and the national agenda in relation to the curriculum and assessment at all key stages ▪ Experience of leading and implementing whole school initiatives and managing change, developing strategies for raising achievement ▪ Experience of monitoring and evaluating curriculum implementation, including using the Ofsted Inspection Framework ▪ Experience of curriculum design and timetabling 	<ul style="list-style-type: none"> ▪ Experience of leadership in more than one school ▪ Experience as a Deputy Head teacher ▪ Experience of leading CPD at a whole school level
3. Knowledge and Skills	<ul style="list-style-type: none"> ▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress ▪ Evidence of inspiring and motivating staff, pupils, parents and governors to achieve the vision of a school ▪ Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement ▪ Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for 	<ul style="list-style-type: none"> ▪ Knowledge of using the DfE framework for improving staff wellbeing offer in school ▪ Knowledge of curriculum planning and timetabling

	<p>raising standards and the achievement of all pupils</p> <ul style="list-style-type: none"> ▪ Understanding of and commitment to promoting and safeguarding the welfare of pupils ▪ Excellent literacy, numeracy and IT skills including using MIS, Microsoft packages and Google drive software within a school ▪ Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines 	
4. Teaching and Learning	<ul style="list-style-type: none"> ▪ A secure understanding of the requirements of the National Curriculum ▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning ▪ Experience of effective monitoring and evaluation of teaching and learning ▪ Experience of using high quality technology to support learning 	<ul style="list-style-type: none"> ▪ Recent experience of teaching/attaining strong Key Stage 2 outcomes ▪ Understanding of successful teaching and learning across the entire curriculum across all key stages ▪ Whole school curriculum area leadership
5. Leading and Managing Staff	<ul style="list-style-type: none"> ▪ Experience of being a “critical friend” to fellow leaders ▪ Evidence of delegating work and supporting colleagues in undertaking their responsibilities ▪ Understanding of effective budget planning and staff deployment ▪ Evidence of leading and developing a values based curriculum in a school 	<ul style="list-style-type: none"> ▪ Experience of leading whole school staff appraisal and supporting the professional development of colleagues ▪ Evidence of having an overview of whole school assessment strategies
6. Accountability	<ul style="list-style-type: none"> ▪ Experience of communicating effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents ▪ Experience of providing clear information and advice to staff and governors 	<ul style="list-style-type: none"> ▪ Experience of presenting reports to governors ▪ Experience of offering challenge and support to improve performance
7. Personal Skills & Qualities	<ul style="list-style-type: none"> ▪ High expectations of pupils’ learning and attainment ▪ A strong belief in equity and equality for all ▪ Ability to build and maintain good relationships ▪ Ability to remain positive and enthusiastic when working under pressure 	<ul style="list-style-type: none"> ▪ Ability to share expertise that would enhance the wider curriculum of the Trust

	<ul style="list-style-type: none"> ▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively 	
8. References	<ul style="list-style-type: none"> ▪ Positive recommendation in professional references ▪ Satisfactory health and attendance record 	<ul style="list-style-type: none"> ▪ Professional reference without reservation. <p>Strong positive examples of leadership impact evident</p>
9. Safeguarding	<ul style="list-style-type: none"> ▪ Arnold Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants 	<ul style="list-style-type: none"> ▪ Designated Safeguarding Lead training qualification