



W A T E R T O N
ACADEMY TRUST®



Cherry Tree Academy
Deputy Headteacher Application Pack

Post title	Deputy Headteacher
Location	Cherry Tree Academy Cobblers Lane, Pontefract, WF8 2HN
Salary & Grade	Leadership 9 – 14 £57,482 - £65,010
Hours	Full Time Permanent

Waterton Academy Trust and Cherry Tree Academy are looking to appoint an exceptional leader to the post of Deputy Headteacher. This position plays a critical role in supporting the Headteacher, working alongside a team of committed and talented staff, to ensure that every pupil is successful in their learning.

Cherry Tree Academy is currently on an exciting school improvement journey. Every member of our team, along with all our stakeholders, is firmly committed to providing high-quality education for all pupils. Our ambition is to ensure that every pupil receives an excellent education and goes on to achieve their full potential whilst developing a sense of belonging to our school community and family of schools.

We are seeking to appoint a highly motivated, dedicated and inspirational individual - someone who will build on current achievements and the existing positive school culture, whilst offering a compelling and challenging vision for further future success.

The successful candidate will play a vital role in shaping and delivering the next phase of improvement, as the school continues its journey 'to good'.

Waterton Academy Trust is a forward thinking Multi Academy Trust of thirteen primary schools, one special academy and four pre-schools, serving the Wakefield and Barnsley districts.

We are looking to appoint a Deputy Headteacher who will:

- Be an exemplary and inspirational classroom practitioner with a proven track record of raising standards and developing a culture of excellence.
- Be evidence informed in their approach to all aspects of primary school leadership.
- Be unrelentingly ambitious for the school, its pupils, its staff and the wider community.
- Have experience of leading change, having implemented and embedded sustainable curriculum and/or inclusion projects and having assessed their impact.
- Have experience of mentoring and/or coaching colleagues at different stages in their career.
- Be a strategic thinker with the ability to show resilience.
- Be a champion for inclusion, safeguarding and diversity.

- Be a skilled communicator capable of developing effective professional relationships and creating partnerships as a system leader.
- Be a positive team player who wholeheartedly promotes the values and ethos of the school and Waterton Academy Trust.

In return we can offer:

- Mentorship and support from an experienced and inspirational Headteacher, and the opportunity to work with an active and engaged Governing Body (Academy Standards Committee).
- The opportunity to work alongside a professional, hardworking and motivated team of teachers and support staff committed to developing and raising standards.
- Access to professional development and support from a wide network of colleagues within Waterton Academy Trust, including a team of skilled school improvement professionals. This would include a tailored CPD package designed to support you in your role and in your future career aspirations.
- A firm commitment to your continuing professional development, including opportunities to collaborate and contribute within the trust and the broader education system.
- A positive school community with a strong focus on staff and pupil wellbeing.
- Motivated and engaged pupils who are keen to learn.
- A comprehensive health and wellbeing package, prioritising your physical and mental health through SAS.
- An attractive pension scheme, ensuring your future financial security.
- Access to cycle to work scheme, promoting a healthy and eco-friendly commute.

Next Steps

Interested candidates are strongly encouraged to visit Cherry Tree Academy to see for yourself the stunning school environment and meet key staff. To arrange a visit, or for further information, please contact the school office 01977 704138. Visits to school will be conducted by Adam Dawson (Headteacher).

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page of the trust's website www.watertonacademytrust.org

Completed applications should be emailed to thayes@watertonacademytrust.org by the closing date below.

Selection Timeline

- **Visits to the school:** Between 15th January and 9th February
- **Closing Date:** Midday on Friday 16th February 2024
- **Shortlisting:** Monday 19th February 2024
- **Interviews:** Monday 26th and Tuesday 27th February 2024
- **Start Date:** As soon as possible, and in agreement with the successful candidate.

As part of the recruitment process, shortlisted candidates will be visited in their own school. The date and precise activities will be agreed in due course.

Dear Applicant

Thank you for your interest in the post of Deputy Headteacher at Cherry Tree Academy. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for this exciting position.

Our Trust came in to being on the 1st September 2014. Our infant, primary, specialist and preschool sites are currently situated within the Wakefield and Barnsley areas and consist of well over 3500 pupils. To find out more about the work of the trust view [our most recent stakeholder report here](#).

This is an exciting time for all concerned with Cherry Tree Academy and the trust. The school is continuing to deliver improvements at pace and develop provision in many areas. The trust has recently broadened its offer, opening more preschools and specialist settings. Our renewed drive for excellence, both at school and trust level will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family. As a key leader in the development of our provision, you will also have the opportunity to work alongside partners from across the trust and the wider system leaders' network.

Given the trust's ambition for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals who will contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.



Yours sincerely,

A handwritten signature in black ink, appearing to read 'Dave Dickinson'. The signature is stylized and includes a long horizontal line extending to the right.

Dave Dickinson OBE
Chief Executive Officer



Foreword from the Headteacher

Dear Colleagues,

On behalf of the children, staff and Academy Standards Committee at Cherry Tree Academy we would like to thank you for your interest in joining us.

I joined the school in January 2023 and have worked with the staff team to improve learning experiences for children since then. I am proud to lead a dedicated and ambitious team and am passionate about improving the life chances for all of our children.



I was certain from my first impressions that Cherry Tree Academy was the perfect choice for me as Headteacher. I have been tremendously impressed by the whole school, especially the children. Every time I step onto the playground or walk around school, I am welcomed by a sea of inquisitive, smiling faces, eager to learn and proud of their school. Cherry Tree Academy is a great school with the potential to be even better.

The school was inspected by OFSTED in March 2020. The journey of the school is an improving one. We were removed from the inadequate category, and I am proud to say, the whole staff team is now working relentlessly and making good progress against the requirements to improve.

We are determined to build upon this success further as we journey towards a 'Good' overall judgement. This is a very exciting time to join our staff team and we are looking to recruit teachers who are willing to contribute and make a difference. OFSTED praised our focus on prioritising improvements and the pace at which we, as a staff team, were able to implement these.



Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high quality CPD. This has allowed me to further develop as a classroom teacher.

Jess

Class Teacher



At Cherry Tree Academy we are committed to providing a stimulating, creative environment so that our children reach their full potential. We strive to deliver a curriculum that is diverse and varied.

We are proud of the progress we are making and look forward to hearing from applicants who are ambitious for our children and who will thrive on leading a team of aspirational professionals to drive for further improvement.

Adam Dawson
Headteacher

About Our School

Cherry Tree Academy is a 1.5 form entry primary school serving the Pontefract community.

Ofsted (2020) recognised the positive improvement journey the school is on.

Inspectors commented:

- Children get a warm friendly start to school in the early years.
- Positive relationships are forged between children, staff and parents and carers.
- New leaders have made great strides in changing the culture of behaviour.
- Strong safeguarding procedures and carefully planned lessons and activities help to keep pupils safe.



The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a 'family' where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

Angela - Class Teacher



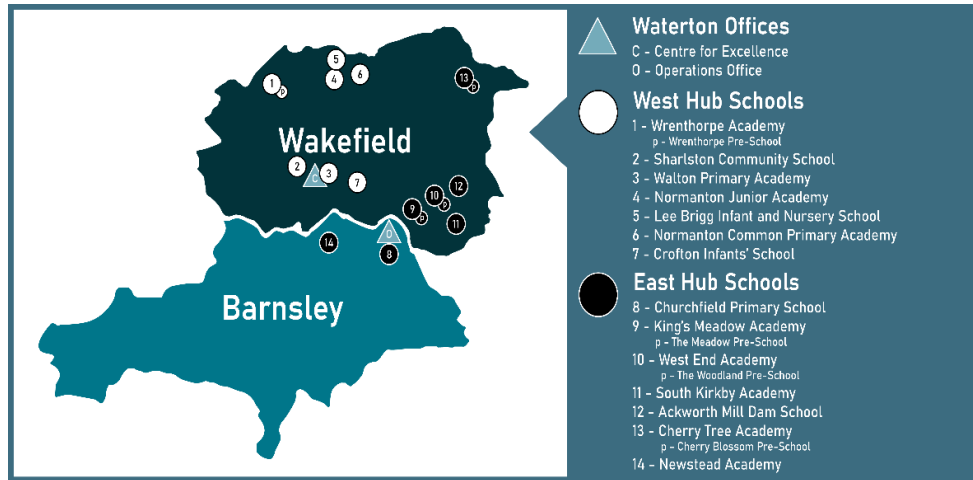
At Cherry Tree we thrive on the opportunity to make a positive change to the lives of children and their families.

Teresa
HLTA



About the Trust

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about. We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and contributing to the wider system leaders' network. We encourage colleagues to take up opportunities and engage in projects outside of the trust.



The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between sites within a reasonable time frame. The trust intends to continue to grow within these key partnership areas.

There are currently fourteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.




Governance

The trust model of Governance is based on two Geographical Hubs and is built to ensure scalability and clear lines of communication between all levels of Governance. The Members of Waterton Academy Trust commissioned a review of Governance by the NGA which took place during the academic year 17/18. This was a full 360-degree evaluation of our structures, systems and procedures. The review recommendations led to the restructure of Governance which has now been implemented.



Our Vision, Values and KPIs



-  Assemble a collaborative of schools that strive to deliver excellence throughout
-  Establish an environment where children enjoy and engage in a rich and relevant curriculum
-  Cultivate a culture of high aspiration, regardless of social, economic or cultural background
-  Create a community where everyone reaches their full potential and where success truly is a shared experience



-  To be trustworthy
-  To be tolerant
-  To be supportive
-  To be courageous
-  To be respectful
-  To be honest
-  To be dedicated
-  To be compassionate



-  Governance is robust
-  Finances are secure
-  Reputation is strong
-  Employer of choice
-  Outcomes are excellent
-  Academies are good or better
-  Estate is fit for purpose
-  Community contributor

Job Description

Title	Deputy Headteacher
Accountable to	Headteacher

The main purpose of the role is to:

- Work with the headteacher to provide strategic leadership and vision that promotes the achievement and wellbeing of the children and the continuing professional development of the staff.
- Provide leadership, development and management of the teaching and learning of all pupils; to take a lead role in the monitoring and evaluation of standards across the whole school and to be a leading professional actively promoting effective teaching and learning practices across the school.
- Network and liaise across the range of colleagues within Waterton Academy Trust, external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, assessment, support, transition and high-quality learning and teaching.
- Take responsibility for child protection issues, as appropriate.
- Deputise in the headteacher's absence. As deputy head teacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the head teacher.

Strategic direction/Shaping the future

- Support the headteacher in:
 - a) Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
 - b) Demonstrating the vision and values of the school in everyday work and practice.
 - c) Motivating and working with others to create a shared culture and positive climate.
- Assist the headteacher in the ongoing and annual review of standards of leadership, and of teaching and learning, in both specific areas of responsibility and across all areas of school provision.
- To further develop current assessment systems so that they monitor progress and attainment of all pupils, in all curriculum areas, including vulnerable groups.
- Develop and implement policies and practices, which reflect the school's commitment to high achievement and are consistent with national and local strategies and policies.
- Promote high expectations for attainment.
- Establish plans for the development and resourcing of specific areas of responsibility where necessary and evaluate progress made and impact.
- Work with outside agencies and stakeholders to inform future action.
- Contribute to the development of effective organisational and administrative systems which support the aims of the school.

Leading Learning and Teaching - development and enhancing the teaching practice of others:

- Work with the headteacher to raise the quality of teaching and learning and pupils' achievement, setting high expectations, monitoring, and evaluating effectiveness of learning outcomes.
- Take responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Provide regular feedback for colleagues in a way that recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.

- Develop whole staff, key stage teams and individuals to enhance performance:
 - a) Undertake coaching and mentoring.
 - b) Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
 - c) Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
- Plan, delegate and evaluate work carried out by teams and individuals.
- Be part of the recruitment and selection process of teaching and support staff.
- Ensure effective strategies and systems within the School Behaviour Policy are in place and implemented to support the needs of individual pupils and promote high standards of behaviour.
- Promote the use of ICT to enhance and extend pupils learning.
- Strategic leadership of the curriculum and curriculum leaders.

Securing Accountability

- Support the governing body in meeting its responsibility to account for the performance of the school.
- Work alongside the headteacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff.
- Use a range of data sources to set realistic, yet challenging, targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes.
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans that encapsulate key school learning strategies.
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

Resource Management

- Work with the headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Work with the headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- Secure and allocate resources to support effective learning and teaching within subject area(s).
- Monitor and control the use of resources and budget according to the school's agreed financial procedures.

Developing Self and Working with Others

- Work with the headteacher to build a professional learning community, which enables others to achieve.
- Support staff, within the whole school, in achieving high standards through effective continuing professional development.
- Implement successful performance management processes with allocated team of staff:
 - a) Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
 - b) Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
 - c) Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
 - d) Develop and maintain a culture of high expectations for self and others.
 - e) Regularly review own practice, set personal targets and take responsibility for own professional development.

Strengthening Community

- Work with the headteacher to engage with the internal and external school community to secure equity and entitlement.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Work collaboratively at both strategic and operational levels with parents and carers, and across multiple agencies, in order to promote the wellbeing of children and families and to ensure pupils meet their full potential.
- Promote positive relationships and collaborate with colleagues across Waterton Academy Trust in order to share expertise and bring positive benefits to all schools.
- Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.

Specific Duties for Deputy Headteacher

- To provide professional leadership and management of areas of the School Development Plan as agreed, on an annual basis, with the headteacher.
- To take an active role in the School Senior Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- To lead the Performance Management of teachers and support staff.
- To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the headteacher/governors who will give full support throughout).
- Be responsible as Designated Lead for Safeguarding of pupils and staff (DSL).
- Be responsible as Inclusion Lead for improving outcomes for SEN and Disadvantaged pupils.
- To ensure the safety, welfare and pastoral care of all pupils.
- To play a full role within the life of the school community, support its ethos and encourage all stakeholders to follow this example.
- Undertake any other duty as specified by the SCPCD.

Duties will vary according to the needs of the school. The specific focus for the Deputy Headteacher's work programme will be negotiated and agreed at the beginning of each performance management cycle. In addition to the above and specified responsibilities, the postholder will carry out any other reasonable duties relevant to the role as determined by the headteacher.

Child Protection

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Personal Specification

Title	Deputy Headteacher
Accountable to	Headteacher

AF: Application Form

I: Interview

CQ: Certificates/Qualifications

R: Reference

OT: Occupational Task

P: Presentation

Qualifications	Essential	Desirable	How Identified
Qualified Teacher Status	X		AF/CQ
First Degree or Equivalent	X		AF/CQ
Evidence of further professional development. For example, NPQSL, NPQH, the National Award for SEN Co-Ordination.		X	AF/CQ/I
Knowledge and Understanding			
Substantial primary teaching experience	X		AF/I/R
Experience of whole school curriculum management or SEND management leading to school improvement	X		AF/I/R
Excellent classroom practitioner	X		AF/I/P
A strong commitment to inclusion with high expectations for all learners	X		AF/T/R/P
Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching and learning and raising standards of attainment and achievement across the school	X		AF/I/R
Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement	X		AF/I/R/P
Good understanding and use of assessment, including target setting and tracking. Evidence of a) Excellent analysis of data, its interpretation and presentation, and b) Knowledge and	X		AF/OT/I/P

understanding of the range of performance data to inform future planning and development			
Understanding of effective techniques and policies for behaviour management	X		AF/OT/I/P
Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes.	X		AF/OT/I/P
A good understanding of the requirements of transition between key stages.		X	AF/I
Leadership and Management			
Senior leadership and management experience	X		AF/I/R/P
A good understanding of whole school issues	X		AF/I/R/OT
Experience of planning for change, development and improvement	X		AF/I/R/P
The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	X		AF/I
Ability to set and meet challenging targets for pupils and the school and to enable others to do this	X		AF/I/R/P
Ability to analyse, prioritise and meet deadlines	X		AF/I/R/P
Experience of conducting staff induction, mentoring and performance management	X		AF/I/R/OT
Experience of whole school self-review and evaluation	X		AF/I/R/OT
Commitment to supporting community/external agencies involvement in school	X		AF/I/OT
Able to demonstrate leadership qualities and people management skills	X		AF/I/R
Able to motivate, promote good relationships and effectively communicate with all stakeholders	X		AF/I/R
Experience of having led whole school initiatives	X		AF/I/R/P
Commitment to safeguarding and promoting the welfare of all	X		AF/I/OT/P
Knowledge of the role of Governors		X	AF/I

Personal Qualities			
Creative, enthusiastic, motivational and proactive, keen to embrace new ideas and challenges	X		AF/I/R/P
Approachable, caring and empathetic	X		AF/R/I
Works well as part of a team	X		AF/I/R
Flexible, listens and is prepared to seek advice and support	X		AF/I
Demonstrates a concern for the pastoral and spiritual welfare of all in the school	X		AF/I/R/OT/ P
Committed to continuing professional development for self and others	X		I/P/R/OT
Committed to active parental involvement	X		AF/I/OT/P
Able to deal sensitively with people and resolve conflict	X		AF/I/OT/P
Commitment to making learning engaging	X		AF/I/R/P

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

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I have worked for Waterton Academy Trust for nearly 7 years and during this time I've watched it grow into something unique and exciting, providing fantastic opportunities for both pupils and staff.

Pam

Chief Operations and Finance Officer



W A T E R T O N

ACADEMY TRUST®



Waterton Academy Trust
The Grove, Walton,
Wakefield,
WF2 6LD