



RECRUITMENT ADVERTISEMENT

Deputy Headteacher (Data, Progress, Attainment and Outcomes)

Start Date: 1st September 2022

Pay Grade: Leadership pay range points 19-24 (£65,734 to £74,294)

We are seeking an inspiring and ambitious individual to join our established senior leadership team as Deputy Headteacher (Data, Progress, Attainment and Outcomes).

The successful candidate will be a suitably qualified and dedicated professional who can live and breathe our Academy values of kindness, curiosity and determination, and help us realise our vision: to set no limits on what you can achieve.

The Deputy Headteacher (Data, Progress, Attainment and Outcomes) will provide strategic direction and inspiring leadership across Churchill Academy to ensure the highest possible standards of practice and outcomes for students.

If you:

- Care about young people and want to make a difference
- Are highly organised and solution focussed
- Are an innovative leader with a proven track record of success
- Have the ability to think strategically and provide clear leadership

We will give you:

- The challenge and support of an experienced, innovative and dynamic team
- Excellent professional development opportunities to hone and improve your leadership
- The chance to work with fantastic students who are hungry to learn
- The opportunity to work in an outstanding academy with a track record of success.

Further information is detailed within the applicant information pack and the Job Description and Person Specification.

We will be hosting visits from potential candidates between Monday 17th and Friday 28th January 2021. Appointments can be made by contacting Fiona Coombs, HR Advisor, on 01934 852771 or fca@churchill-academy.org

Applications close: Midnight, Monday 31st January 2022

Interviews: Monday 28th February and Tuesday 1st March 2022

January 2022

Deputy Headteacher (Data, Progress, Attainment and Outcomes) required from September 2022

Dear Colleague,

Thank-you for your interest in the post of Deputy Headteacher (Data, Progress, Attainment and Outcomes). This is an exciting opportunity for us to recruit an ambitious and dedicated leader to our strong and established senior leadership team. We are looking to appoint a warm and dedicated professional who can live and breathe our Academy values of kindness, curiosity and determination, and help us realise our vision: to set no limits on what you can achieve.

We are looking for a leader who understands that education is about making a difference, and can help us to inspire and enable our young people to make that positive difference to themselves, to others, to the Academy, and to the wider community beyond. We are looking for someone who has the ability to juggle competing priorities; to innovate; to take a project on and see it through to its conclusion; to keep smiling and to stay positive. We also want a team player: the sort of person who says "I'll do that" if there is a duty to cover or a crisis to manage. We believe in visible leadership and are looking for an individual who is relentlessly enthusiastic, who wants to chat to students at break and lunch, visit their lessons, meet with parents, attend their productions and cheer for them on Sports Day. And, of course, we are looking for someone who can lead by example, both in the classroom and beyond.

The vacancy has arisen due to the retirement of the current post holder, Mark Branch, who has been at the Academy since 2004. We have taken the opportunity to design a role to work in partnership with the other Deputy Headteacher (Students and Curriculum), Frances Dawes. The vision for the roles is that one (Students and Curriculum) is responsible for "inputs": the curriculum, academic and pastoral support, and our Student Services provision. The other (data, progress, attainment and outcomes – this role) is responsible for "outputs": what the students produce, the way they present themselves, and the skills, knowledge, confidence and character they take forward into their adult lives. For the structure to be truly effective, the two Deputies must simultaneously support and challenge one another, working in lockstep to ensure that the provision – what goes in – is producing the best possible outcomes for all our learners.

We are looking for a candidate with an eye for detail and the ability to filter out the signal from the noise; a candidate who can communicate complexity with clarity; a candidate who can hold staff and students to account for their actions and who

can challenge constructively in the pursuit of our shared vision. We are looking for an innovative, creative thinker who will not do things “the way they’ve always been done,” but will instead provide fresh ideas and give Churchill’s students the best possible experience. The specific responsibilities are listed on the job description, but they include:

- Leading and managing assessment and data
- Leading and managing progress and attainment
- Leading and managing outcomes
- Chairing the Middle Leadership Team of Directors of Faculty and Heads of House
- Supporting and deputising for the Headteacher

This is a brilliant opportunity to work alongside and learn from some dedicated leaders who are passionate about making a difference to our school community. It is an essential role in ensuring the Academy continues to improve; it is designed to unlock potential and take us forward to still greater success. The successful candidate will be confident to challenge, willing to learn and able to take their place at the table with both conviction and humility.

If you decide to take your application further, please complete the application form and support it with a letter which relates your training, experience and philosophy to this post. I am particularly interested in hearing about any work or projects you have led or been involved in which have brought about a sustained improvement in your own school. Please also refer to the potential opportunities this role presents and let me know which ones you are most excited by.

We will be hosting visits from potential candidates from Monday 17th to Friday 28th January. Please contact Fiona Coombs to book a visit: 01934 852771 or FCA@churchill-academy.org. The closing date for applications is Monday 31st January.

We are committed to safeguarding and promoting the welfare of children and all candidates are expected to share this commitment. This post is subject to a satisfactory enhanced DBS check, two references, and relevant medical and qualifications checks.

Finally, if you have any questions about this post, please do telephone using the number above.

Yours sincerely,



Chris Hildrew
Headteacher



JOB DESCRIPTION

Job Title: Deputy Headteacher (Data, Progress, Attainment and Outcomes)

Responsible to: Headteacher

Grade: Leadership pay range points 19-24

Purpose of the Role

The Deputy Headteacher (Data, Progress, Attainment and Outcomes) will provide strategic direction and inspiring leadership across Churchill Academy to ensure the highest possible standards of practice and outcomes for students. The role includes the leadership of assessment and student performance across Churchill Academy & Sixth Form to enable the best possible progress and achievement for students. The Deputy Headteacher will be responsible for ensuring the effective evaluation and identification of priorities based on attainment and progress data, and for ensuring that effective intervention is implemented as a result. The Deputy Headteacher (Data, Progress, Attainment and Outcomes) will chair the Middle Leadership Team of Directors of Faculty and Heads of House to ensure they continue to be the engine room of school improvement. Alongside the Deputy Headteacher (Students and Curriculum), the Deputy Headteacher (Data, Progress, Attainment and Outcomes) will support and deputise for the Headteacher as required.

Main Responsibilities

Leading and Managing Assessment and Data

- Ensuring assessment information is used to plan appropriate teaching and learning strategies, including to identify students who are falling behind in their learning or who need additional support, enabling students to make excellent progress and achieve the best possible outcomes
- Implementing and developing assessment and tracking systems
- Analysing baseline assessment data, target setting and monitoring, ensuring that assessment information is gathered from looking at what students already know, understand and can do, and is informed by previous providers as appropriate
- Making data accessible, understandable and useful to all stakeholders, including presentations to Trustees
- Ensuring that teachers make consistent judgements about students' progress and attainment within and across subjects and year groups
- Ensuring that data has a direct impact on improving teaching, learning and progress

Leading and Managing Progress and Attainment

- Be fully conversant with students' attainment, ability and learning needs
- Work confidently with both external and internal data systems
- Clearly demonstrate student progress through the Key Stages
- Recognise that the expected level of progress is only a basic expectation and set a higher level as a standard for excellence
- Recognise the entitlement of all groups of students to make good progress and demonstrate how to 'close the gap' through effective interventions



- Monitor the progress of groups of students to check consistency and challenge differences within and between departments regarding teaching
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability for the impact of their work, and those they line manage, on outcomes for all groups of students

Leading and Managing Outcomes

- Ensuring that the quality assurance and self-evaluation process has a direct impact on improving teaching, learning and progress
- Challenging and supporting senior and middle leaders and all staff to improve outcomes for all students
- Overseeing the development and implementation of the Academy calendar to ensure efficient and effective use of time across the year to deliver the Academy's priorities
- Line managing the exams team to ensure efficient and effective delivery of internal and external examinations and assessments
- Overseeing the Academy's cover system to ensure that disruption to student learning due to staff absence is minimised, whilst ensuring costs are kept within the designated budgets wherever possible.
- Overseeing staff absence and cover requests to balance the Academy's priorities in relation to staff development, the curriculum and learning, and staff wellbeing.

Chairing the Middle Leadership Team

- Setting the strategic direction for the Middle Leadership Team
- Ensuring that the MLT is the engine room for school improvement
- Setting, collating and agreeing the agenda for fortnightly MLT meetings
- Engaging and empowering all members of the MLT to contribute equably to shared aims, objectives and initiatives
- Holding the MLT accountable for school improvement, quality assurance and developmental priorities and responsibilities

RESPONSIBILITIES OF ALL LEADERSHIP STAFF

- Hold and articulate clear values and moral purpose
- Model positive relationships and attitudes towards all stakeholders
- Lead by example and with integrity, creativity, resilience, and clarity
- Sustain wide, current knowledge of education
- Work with political and financial astuteness
- Communicate compellingly the school's vision and drive strategic leadership
- Demand ambitious standards for all
- Secure excellent teaching for all
- Establish an educational culture of sharing best practice within and between schools
- Ensure staff are motivated and supported to develop their own skills and knowledge
- Identify emerging talents and coach current and aspiring leaders
- Ensure that systems and processes are efficient and fit for purpose
- Provide a safe, calm and well-ordered environment focused on exemplary behaviour
- Develop the performance of staff in a rigorous, fair and transparent manner

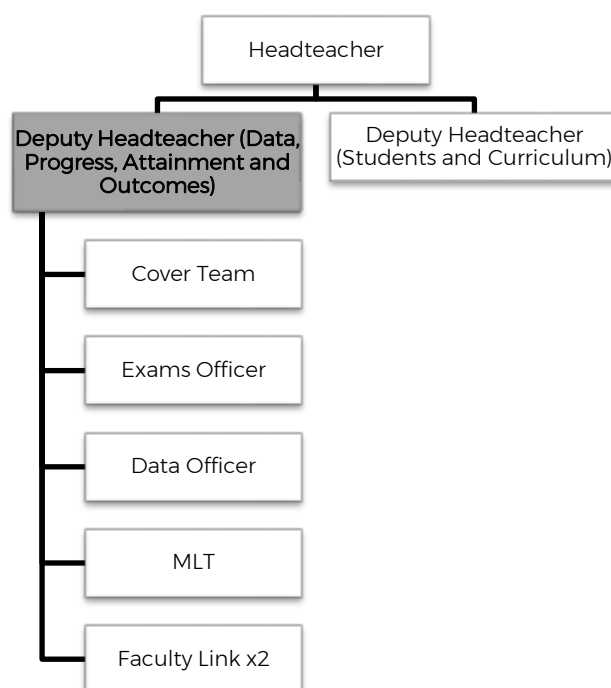


- Support the Academy Trust Board in delivering its role and functions effectively
- Exercise strategic financial planning
- Distribute leadership throughout the Academy by forging effective teams
- Champion best practice and work collaboratively with other schools and organisations
- Harness well evidenced research in the best interests of achieving excellence
- Provide high quality training and sustained professional development
- Model innovative approaches to school improvement
- Inspire and influence others

RESPONSIBILITIES OF ALL STAFF – Teaching

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes by students
- Demonstrate excellent subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Communicate effectively with parents with regards to students' achievements and well-being
- Show a commitment to continuous professional development through self-evaluation and reflection
- Meet the Teachers' Standards appropriate to career stage, responsibility and experience
- Contribute to the wider life, ethos and aims of the Academy
- Develop and maintain constructive working relationships with other professionals

Structure





Further particulars & information

Confidentiality: Some of the work undertaken within the Academy is of a highly confidential nature. The post-holder must at all times maintain confidentiality and work within the Academy's data protection parameters.

Annual Appraisal: All staff undergo an annual and interim review as part of performance development at Churchill Academy & Sixth Form.

The above duties are not an exhaustive list and some changes to the job description and duties may occur. All staff at Churchill Academy should be prepared to undertake any other professional duties reasonably delegated by the Headteacher.



PERSON SPECIFICATION

Essential	Assessed through
Good hon's degree (2:2 or higher)	Application
QTS status	Application
Experience of leading a curriculum or pastoral area of the school	Application
Excellent interpersonal skills	Letter/references/interview
A genuine love of teaching and rapport with children	Letter/references/interview
Experience and evidence of securing improvement and/or managing change at whole school level	Letter/interview/references
Ability to think strategically and to form and articulate a clear vision for school improvement	Letter/interview
Evidence of ability to secure excellent outcomes for students	Letter/interview
Ability to analyse and interpret quantitative and qualitative educational data	Letter/interview
Willingness to go the extra mile to secure high levels of student performance and engagement	Letter/references
Excellent ICT skills	Letter/references
Excellent organisation and time management skills	Application/letter/interview
Excellent relationships with colleagues and ability to work in a team	References
Evidence of support for and input into the enrichment or extra-curricular programme	Letter/interview
Ability to communicate effectively at all levels	Letter/References/interview
A clear understanding of the national agenda and key areas of curriculum and educational change	Interview
A sense of humour	Interview
Enthusiasm and positivity	Interview
Creativity, imagination and ideas	Letter/interview
Flexibility	Letter/interview
Desirable	Assessed through
Experience of teaching in at least two schools	Application
Participation in a relevant leadership development programme run by a nationally recognised organisation eg SSAT, NCTL	Application
Responsibility for the performance development of other staff	Letter/interview
Evidence of wider professional learning	Letter/interview
Ambitious with potential for Headship	Interview