



Deputy Headteacher

Required for September 2024, Permanent, Full-Time

Two roles:

- **Behaviour, Culture and Personal Development**
- **Curriculum, Assessment and Outcomes**

L18 – 22

Closing date for applications: 09:30 on Friday 26th April 2024

Interview dates: Thursday 2nd May 2024 and Friday 3rd May 2024

APPLICATION PACK

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DEPUTY HEADTEACHER

Q3 Academy Langley opened its doors in September 2016, becoming the first brand-new secondary education provider in Sandwell in a decade. We are looking to add to our fantastic team of dedicated, hard-working colleagues, who contribute to a wonderful culture of work. Now in 2024 we are one of the leading schools both locally, regionally and nationally. Every week we welcome colleagues from the length-and-breadth of the country to see how we are changing the narrative for education here in Sandwell and being a wider system leader.

Q3 Academy Langley is not a 'normal school' (Ofsted 2019). The successful candidate will be a team player, committed to our way of working and a role model with an established portfolio of senior leadership experiences. They will recognise and nurture success whilst seeking for ways to improve further, both within the school and through the collaboration afforded within The Mercian Trust and even wider system leadership. This post would suit an inspirational Assistant Headteacher looking to progress further or a skilled Deputy Headteacher seeking further experience before headship.

If you are the successful candidate, you will demonstrate a commitment to our shared values and ethos, and you will lead the development of an innovative and progressive staff body who are motivated by improving the life chances of our students.



WELCOME TO Q3 ACADEMY LANGLEY

April 2024

Dear Applicant,

Vacancy for the Role of Deputy Headteacher – Q3 Academy Langley

Thank you for your interest in the post of Deputy Headteacher at Q3 Academy Langley. The posts have arisen due to the growth of the school and also the promotion to headship of a colleague.

We are seeking to appoint an ambitious and inspirational leader with a commitment to social mobility and social justice together with a proven track record of leading innovation and development. The successful candidate will be a strategic and reflective individual who is able to motivate and inspire our school community. They will build on the exceptional practice in school to ensure the very highest standards and outcomes for all students. The successful applicant will become part of a collaborative and supportive staff body, who share a vision to realise and achieve ambitious outcomes for every individual in our school. The Q3 Academy Langley Deputy Headteacher post is ideal for a successful Assistant Headteacher looking to progress further or for an experienced Deputy Headteacher seeking to broaden their remit before headship.

Q3 Academy Langley is a diverse, busy and happy school. No child is left behind and equity for all is at the heart of everything we do on a daily basis. In May 2019, we received glowing feedback from our first Ofsted inspection. As well as highlighting our outstanding behaviour, pastoral and leadership systems, the lead inspector expressed that Q3 Academy Langley was 'not a normal school.' Our outward-facing approach has led us to be at the forefront of educational innovation – our focus on being 'warm but strict', and putting knowledge at the heart of our curriculum has led Schools Week to dub us 'the Michaela of the Midlands'. Additionally, our attendance and persistent absence figures have been amongst the very best in the entire country – this is particularly impressive when considering the socio-economic context of the Academy (IDACI 'Deprived') and the broad cultural mix of our cohort.

Q3 Academy Langley has always placed the progress and holistic development of children at its heart: we were only the fourth school in country to be recognised as a 'School of Character', and have received a range of national and regional figures providing superlatives at every turn (including a founder member of the Michaela Community School dubbing Langley as 'the most impressive school I've seen'). Our second set of public GCSE results (2023) illustrate that Q3 Academy Langley has represented the zenith for progress, attainment and disadvantage outcomes. As well as being a host-member of the Exemplary Leadership Programme, our forward-thinking attitude towards curriculum, teaching and leadership means that Q3 Langley will be at the forefront of education in the West Midlands, and further beyond, for many years to come.

Our achievements are even more gratifying considering we have been working against the backdrop of construction for our full build, since opening in 2016. As of September 2021, Q3 Academy Langley reached final completion, incorporating the full gamut of specialist teaching provision; this includes two multi-use halls and a highly specified Performing Arts Theatre. Three spectacular productions of Matilda, We Will Rock You and Blood Brothers have demonstrated that a commitment to the Arts can be celebrated alongside an EBacc curriculum model that challenges the narrative held locally. The combination of our exceptional systems, coupled with our excellent facilities, fills us with confidence for the future.

The successful candidate will join a Senior Leadership Team comprised of a Headteacher and three Deputy Headteachers and four Assistant Headteachers. We are a dynamic positive and hardworking team committed to ensuring the very best for all members of our community. We hope to appoint an individual to enhance the team through their collaborative approach, expertise and enthusiasm. As a team we work hard and under the mantra of servant leadership. The successful candidate will have a remit to drive the school forward as we approach full capacity in 2025. The specific responsibilities beyond those outlined below will depend on the experience, skills and expertise of the successful candidate.

Our School

Q3 Academy Langley is an 11-16 co-educational establishment with a Christian Ethos denomination. We have been built in stages via a unique agreement with Sandwell Council and will reach full PAN capacity in September 2025. We are a popular, and oversubscribed, school with a waiting list and fully comply with the local authority admission code.

We have extremely high expectations and aspirations for all our students who have, over time, achieved results significantly above the national and local average in 2022 and 2023. We are top of every single metric in Sandwell and our disadvantaged performance is amongst the highest in the country (We are in Beta November 2023).

GCSE

- Progress 8: 0.81
- Progress 8 PP: 0.71
- Attainment 8: 5.5
- EBACC Entry: 86% APS: 5.21
- Basics English/Maths Grade 5 + 60%

Located in Oldbury and part of Sandwell local authority there has actually been a school on our site for close to 100 years. We are a local school for local families. We are over-subscribed and have an extensive waiting list. We work closely with schools within our Trust, but also have good relationships with our neighbouring secondary schools

We first opened our doors in September 2016 and despite a journey that comprised three separate builders we are now fully built with a fantastic site with state of the art facilities.

Q3 Academy Langley has been part of The Mercian Trust since May 2022. Our Trust mantra is *life to the full in pursuit of what is good, right and true*. We are a diverse family of schools with a common purpose of enabling social mobility and social justice. This means increasing opportunities and improving outcomes for students, particularly disadvantaged students, those who are vulnerable and those more likely to face discrimination.

Our Ethos

The letter 'Q' represents the Latin word 'Quaerere' – meaning 'seek after' or 'search for.' We see life as a journey, during which we look to improve our knowledge, our aspirations and develop our values. The name Q3 represents three high ideals, which we mean to follow in everything we do:

- To seek for that which is good
- To seek for that which is right
- To seek for that which is true

Our ethos obviously has an important role to play – it will be crucial in helping shape an understanding of appropriate behaviour, meaningful relationships and family values; it will be the cornerstone of a commitment to care, compassion and contribution. It is our aim to encourage students to build firm foundations for their lives where respect, trust, determination, responsibility, care and creativity will be valued as drivers for educational success.

I look forward to working with the successful candidate to build on the many strengths of our school, to lead our growing school in our social mobility mission, and as head into our next Ofsted window ensure that the school achieves the required external validation that the whole school community deserves and aspires to.

If you are, like us, passionate about having a positive impact on young people's lives, and excited by this opportunity, we warmly welcome your application. I encourage interested candidates to contact the school to arrange the opportunity for an informal discussion about the role and a tour of the school. I very much look forward to hearing from you.

Peter Lee, Founding Headteacher.

THE MERCIAN TRUST

The Mercian Trust is one of the largest regional Trusts in the West Midlands with 9 schools and more than 9,600 students. We are making strategic investments of time, focus, and resources into our people and organisational culture – and we are prioritising the development of leaders at all levels.

About The Mercian Trust

The Mercian Trust was incorporated in January 2018 and currently governs nine secondary schools, comprising selective grammar schools, large comprehensive schools, an alternative provision free school and a 14-19 specialist studio school.

In 2021, the Regional Schools Commissioner approved the merger between The Mercian Trust and Q3 Academies Trust. The formal merger transfer was completed on 1st May 2022 when all nine academies of the two Trusts became part of the same family of schools governed by The Mercian Trust which currently has over 9,600 students on roll.

- Aldridge School (11-18)
- Q3 Academy Great Barr (11-18)
- **Q3 Academy Langley (11-16)**
- Q3 Academy Tipton (11-18)
- Queen Mary's High School (11-18, selective)
- Queen Mary's Grammar School (11-18, selective)
- Shire Oak Academy (11-18)
- The Ladder School (13-18, Alternative Provision)
- Walsall Studio School (14-19)

The Members of The Mercian Trust include The Vine Trust and the Queen Mary's Foundation. Both are charitable organisations focussed on improving the futures of local young people.

Plans for the future

We are currently at the midpoint of our 2020- 25 strategic plan with the following 5 areas:

1. Leading students on a transformational journey empowering social mobility and delivering social justice.

- a. Develop and deliver an ambitious, relevant and responsive curriculum inside and outside the classroom (academic, vocational, enrichment and cultural)
- b. Enhance aspirational, inspirational, evidence based teaching and experiential learning
- c. Support students' physical safety, mental wellbeing and character development including student leadership in the community

2. Establishing systems and structures to enable successful schools.

- a. Develop effective MAT central teams and systems (finance/HR/Estates and more) to support schools with clear SLAs that demonstrate commitment and drive improvement
- b. Recruit, develop and maintain effective leadership and governance at all levels while succession planning for the future
- c. Strengthen leaders' commitment to the students and staff in more than one school through collaboration and system leadership

3. Driving the digital transformation.

- a. Upskill teachers to become experts in remote/hybrid education (personalising high-quality content and interaction with students)
- b. Reduce staff workload and discover new efficiencies through collaboration, automated operations (AI/IoT), innovation and influence beyond one school
- c. Optimise evidence-based decision making through data analytics

4. Becoming an employer of choice.

- a. Further develop a well-trained, professionally skilled and motivated workforce (through opportunities and CPD beyond one school)
- b. Deliver consistent, harmonised pay and conditions of service as one employer committed to fairness across uniquely diverse schools

c. Introduce staff rewards and recognition and increase retention and internal progression (promotion within the trust) for staff in all schools

5. Growing the Trust in size and influence.

a. Demonstrate Trust capacity through improvements in existing schools (performance tables) and through securing good and better Ofsted judgements that are recognised by parents, external stakeholders, future partners and the DfE

b. Increase student numbers from c5k to c10k through increasing PAN, recruitment/retention in post 16 and through additional schools joining the Trust

c. Realise expansion projects and building programmes

Areas of focus for the Trust board at the moment include:

1. Successful Growth

The Trust is consolidating a period of successful growth in size and influence including, new schools (and new school buildings) and increases in PAN and sixth form numbers. Ensuring this growth enables us to develop and refine our structures, systems and staff to be even more successful for our schools and the communities we serve. We are well-positioned to make a significant contribution to a Trust-led education sector.

2. Equality, Diversity and Inclusion (EDI)

The Trust is passionate about its commitment to social mobility, social justice and inclusion in three significant areas.

a. **Students** - Closing the gaps in opportunity, attainment and progress for disadvantaged students, students with SEND, vulnerable students and others with protected characteristics that may mean they are more likely to face discrimination and prejudice.

b. **Staff** – Developing and nurturing opportunities for staff (including leadership development) particularly

for those who are more likely to face discrimination and prejudice.

c. **Governance** - Increasing numbers of non-executive leaders and governors from underrepresented groups.

3. Digital Transformation

Delivering the digital transformation of how we teach, learn, lead and operate. The Trust is establishing a single consolidated digital ecosystem / infrastructure that facilitates 'economies of scale' and 'network effect' of being part of one charitable trust.

Trust ethos & values

Our name is rooted in history and expresses a geographical identity and ambition. The ancient kingdom of Mercia encompassed much of what we now recognise as the West Midlands – and crucially for us it included what we now call the Black Country. It was in Mercia that St Chad established an association of small monasteries which fostered unity through bonds of kinship.

Now, a thousand years later, we look to demonstrate the same spirit in our approach.

We are a family of schools committed to each other – diverse in nature, proud custodians of our history and success, but together, one charitable trust with a common purpose.

Our Trust exists to equip our students to:

- Realise their potential
- Thrive in the world of work
- Make a positive contribution to the local, national and international community.

Our mission is **increasing opportunities** and **improving outcomes**. Our mantra is Life to the full in pursuit of what is **good, right and true**.





OUR TRUST BLUEPRINT FOR LEADERSHIP AND CULTURE

OUR PURPOSE

Increasing opportunities, improving outcomes.

OUR MANTRA

Life to the full in pursuit of what is good right and true

OUR PRINCIPLES

[P1]
**Social Mobility
and Social Justice**

[P2]
**Belonging and
Inclusion**

[P3]
**Innovation and
Improvement**

[P4]
**Safeguarding and
Wellbeing**

OUR VALUES (WHO WE ARE)

[V1]
We Care

We are:
Kind
Compassionate

We are uncompromising
in our pursuit of:
Excellence
Rigour

[V2]
We are Courageous

We are:
Ambitious for all our
students and staff

We are:
Agile, flexible and bold
in our decision-making
(including taking the
'difficult decisions')

[V3]
We are Candid

We are people of:
Honesty
Sincerity

We welcome:
Clarity
Feedback
Critique

[V4]
We are Accountable

We model:
Leadership
Integrity

We demonstrate:
Objectivity
Openness

OUR PROFESSIONAL BEHAVIOURS

In our work:

We work with accuracy and precision; we are inquisitive and professional
We demonstrate positivity, resilience and determination.

In our relationships:

We uphold and embrace fairness, equitability and teamwork.
We collaborate respectfully, and demonstrate commitment to each other.

In our development:

We engage with quality educational research.
We develop ourselves and others through tailored professional learning.

In our approach:

We are outward looking with a pioneering spirit.
We navigate change with a commitment to serve our local communities.



OUR STRATEGIC PLAN

2020-2025 (Mid-Point 2022)

COMMON PURPOSE (OUR MISSION)

Increasing Opportunities, Improving Outcomes.

LIFE TO THE FULL (OUR VISION)

Equipping our students to (1) **realise their potential** (2) **thrive in the world of work** (3) **make a positive contribution** to the local, national and international community.

GOOD RIGHT & TRUE (OUR APPROACH)

Good: Honesty, integrity, and positivity in our approach to people and tasks.
Right: Professionalism, teamwork, and a pioneering spirit (innovation).
True: Accuracy, precision and sincerity in our work.

OUR PRIORITY THEMES



Transformation: Social Mobility, Social Justice.

- 1.1 Develop and deliver an ambitious, relevant and responsive **CURRICULUM** inside and outside the classroom (academic, vocational, enrichment and cultural).
- 1.2 Enhance aspirational, inspirational, evidence-based **TEACHING** and experiential **LEARNING**.
- 1.3 Support students' physical **SAFETY**, mental **WELLBEING** and **CHARACTER** development including through student leadership in the community.



System and Structures: Enabling Successful Schools.

- 2.1 Develop effective **MAT CENTRAL TEAMS**, structures and systems to support schools with clear SLAs that demonstrate commitment and drive improvement.
- 2.2 Recruit, develop and maintain effective **LEADERSHIP AND GOVERNANCE** at all levels while succession planning for the future.
- 2.3 Strengthen leaders' commitment to the students and staff in more than one school through **COLLABORATION** and **SYSTEM LEADERSHIP**.



Digital Transformation: Teaching, Learning and Leadership Practice.

- 3.1 Upskill teachers to become experts in **DIGITAL TOOLS** and **PLATFORMS** (personalising high-quality content and interaction with students).
- 3.2 Reduce **STAFF WORKLOAD** and discover **NEW EFFICIENCIES** through collaboration, automation (AI/IoT), innovation and influence beyond one school.
- 3.3 Optimise evidence-based decision making through **DATA ANALYTICS**.



Becoming an Employer of Choice

- 4.1 Further develop a well-trained, professionally **SKILLED & MOTIVATED** workforce (through opportunities + **CPD** beyond one school).
- 4.2 Deliver consistent, harmonised **PAY** and **CONDITIONS OF SERVICE** as one employer committed to fairness across uniquely diverse schools.
- 4.3 Introduce staff rewards and **RECOGNITION** and increase staff retention and internal **PROGRESSION** (promotion within the Trust) for staff [Note: This links to our EDI commitments].



Growing the Trust (in size and influence)

- 5.1 Demonstrate **TRUST CAPACITY** through improvements in existing schools (performance tables) and through securing **GOOD AND BETTER OFSTED JUDGEMENTS** that are recognised by parents, external stakeholders, future partners, and the DfE.
- 5.2 Increase **STUDENT NUMBERS C.5K -> C.10K** through increasing PAN, recruitment/retention in post-16 and through additional schools joining the Trust.
- 5.3 Realise **EXPANSION** projects and **BUILDING PROGRAMMES**.

OUR TOOLKIT



Scheme of Delegation

System Leadership

Professionalised Governance

QA & External Reviews

Integrated Business Planning

Teacher & Leader Development

Single Digital Platform

Professional Support Services

Therapists / Clinical Team

External Network Contribution: DfE Advisory Boards, CST, Chartered College, Whole School SEND, LLSE, UoB

JOB DESCRIPTION

As Deputy Headteacher, you will carry out duties in line with the conditions of employment as set out in the current *School Teacher's Pay and Conditions* document and the Trust's policies and procedures. Aspects of the Deputy Headteacher role that are particularly relevant at Q3 Academy Langley and should be noted by prospective candidates are:

Leadership

- In conjunction with the Headteacher, maintain and develop the school's overall vision, values and ethos to ensure Q3 Academy Langley continues to provide students with an exceptional education.
- Play a leading role in formulating the strategic direction of the school and establishing the policies through which this will be realised.
- Strategic leadership, with others, to develop appropriate school improvement and quality assurance plans to deliver the school's direction, vision, values and priorities.
- Provide frank and honest advice to the Headteacher, assuming responsibility for the discharge of their functions at the school any time they are absent.
- Ensure the effective operation of all aspects of the school organisation and management.
- Promote positive relationships with staff, parents and colleagues in other schools/external agencies.
- Be an excellent role model, in the classroom and beyond and as a senior leader within the school and Trust.

Quality of Education and Standards

To continue to raise attainment in KS4 especially for vulnerable groups (disadvantaged students and students with SEND) ensure that students experience:

- a broad and balanced curriculum, that prepares them for ambitious destinations and delivers experiences beyond exam specifications including through their personal development.
- exceptional teaching practice throughout all subject areas of the school.
- assessment practices that are appropriate to their age and used meaningfully by teachers to help them improve.
- learning that takes place in a positive, respectful environment where all students are valued and feel safe and as a result, they attend regularly and participate in all aspects of school life.

People Development

- Support the strategic recruitment, retention and professional development of staff to ensure that the school can deliver an outstanding educational experience for students and that our Trust is regarded as an employer of choice.
- Manage their own and other's workload to ensure that appropriate work and home balance and wellbeing for all staff is maintained through a clear delegation of roles and responsibilities and distributed leadership.

Being part of our Trust

- Lead in accordance with our Trust's Blueprint for leadership and culture and promote our principles, values and professional behaviours with all stakeholders.
- Be an effective ambassador for our Trust promoting our mission and work locally and nationally, contributing to and influencing sector development.
- Work collaboratively with other leaders in our Trust to deliver our Trust's strategic plan.

ABOUT YOU

You will:

- Be ambitious and charismatic.
- Be well respected for your authenticity of character.
- Demonstrated being an outstanding teacher on a day to day basis.
- Support and champion our unique approach to teaching and learning and behaviour.
- Believe in adult authority and a knowledge rich curriculum.
- Be prepared to play an active part in the daily life of the school for example by hosting Family Lunch regularly.
- Lead by example and be passionate about constantly driving improvement with flair and imagination.
- Be committed to a distributed leadership model and make your leadership style responsive to those being led.
- Be a team player understanding that everyone has a role to play and to support each other on a daily basis
- Have experience of leading on a range of areas that lead to securing exceptional student outcomes.
- Share our passion and belief that no child is left behind
- Be prepared to lead from the front with strong communication and team building skills.
- Be committed to the education and life chances of vulnerable and disadvantaged students.
- Be keen to work collaboratively with peers across the Trust.
- Be positive and passionate.

Finding the right person for this key role at Q3 Academy Langley is our priority. The specific responsibilities beyond those outlined above will depend on the skills and expertise of the successful candidate.

PERSON SPECIFICATION – Behaviour, Culture & Personal Development

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Good Honours degree. Qualified teacher status. Recent and relevant professional development e.g. NPQSL. 	<p>Higher degree</p> <p>Further qualifications – education related</p>	AF
Experience	<ul style="list-style-type: none"> Experience of implementing successful whole school policies. At least three years recent experience as a senior leader at the appropriate age range for the school. Experience of a variety of roles in a Senior Team. Strong classroom teacher. Track record in raising standards across Key Stages 3 to 4. Proven track record of managing successful quality assurance and making use of the data and other information essential for success. Recruiting a skilled and effective team and motivating the team to achieve its full potential at all times. Experience of developing and sustaining positive, collaborative relationships with a wide range of internal and external stakeholders. Experience of managing senior and middle leaders including non-teaching. Delivering external accreditation and whole school remit for EBID. 	<p>Experience of senior leadership in a similar size school</p> <p>Experience of working in a school with similar contextual characteristics</p> <p>Experience of being or leading the SENCO</p> <p>Experience as a senior leader with responsibility for behaviour and culture.</p> <p>Experience of working across the Local Authority and holding management positions within this remit. (E.g., Management Panel)</p>	AF SS INT RF
Professional Development	<ul style="list-style-type: none"> A record of continuous professional development that includes training in leadership and management. Experience of delivering whole school training and coordinating the professional development of staff. 	<p>Management Qualification</p> <p>Experience of working with other educational institutions</p>	AF SS INT RF
Strategic Leadership and Management	<ul style="list-style-type: none"> Ability to articulate and persuade others to share a vision. Ability to quantify the importance of, and develop, positive external relationships at a local 	<p>Evidence of successful implementation of change programme</p>	SS INT RF

	<p>and strategic level to promote the Academy, including links with the community.</p> <ul style="list-style-type: none"> ▪ Ability to motivate and engage all stakeholders. ▪ Evidence of successful planning, implementation, monitoring, and evaluation of development strategies. ▪ Ability to analyze data, develop strategic plans, set targets and monitor and evaluate progress. ▪ Ability to mentor and coach at Senior Leadership level and throughout the school. ▪ Ability to delegate and support those with delegated responsibilities. ▪ Is able to work strategically and also operationally. ▪ Is fair, compassionate and has a strong sense of social justice. ▪ Has a desire to make a significant, long-term difference to the life chances of every student. 	<p>Experience of working with governors to enable them to fulfil whole school responsibilities</p> <p>Successful involvement in staff recruitment, retention, and induction</p>	
Teaching and Learning	<ul style="list-style-type: none"> ▪ Clear understanding of what constitutes a broad and balanced curriculum and how the new curriculum changes should be incorporated to meet statutory requirements. Clear vision of how to differentiate and resource the curriculum to meet the needs of all students. ▪ Demonstrable experience in the effective use of assessment to inform teaching and learning in order to help individual students make progress. ▪ Experience of preparing staff for Ofsted or internal Quality Assurance visits. ▪ Evidence of successful development of whole school academic achievement. 	<p>Evidence of creating an effective learning environment.</p> <p>Developing and implementing successful policy and practice for behaviour management</p>	SS INT RF
Accountability	<ul style="list-style-type: none"> ▪ An outstanding communicator, both orally and in writing, with staff, students, parents, governors and other stakeholders. ▪ A proven track record of monitoring and intervening for different student groups to ensure progress for all and a secure understanding of strategies for the improvement of performance. 	<p>Evidence of providing reports to governors and other appropriate bodies to whom the school is accountable</p>	SS INT RF
Other skills and attributes	<ul style="list-style-type: none"> ▪ Suitable to work with children and young people. ▪ Capacity and enthusiasm for hard work. ▪ Be flexible with time and contribute to working outside of school hours. ▪ Ability to motivate and inspire others 		SS INT RF

	<ul style="list-style-type: none"> ▪ Outstanding ICT skills. ▪ Ability to organise, prioritise, delegate and manage the work of self and others. ▪ Positive and resilient outlook. ▪ Ability to build and maintain good relationships ▪ Excellent communication skills. ▪ Strong commitment to school improvement and raising standards for all. ▪ Commitment to equality and the educational needs of the communities served by the school. ▪ Outstanding use of data. ▪ Is a starter and a finisher. ▪ Able to interpret and act on data. ▪ Experience and ability to deputise for the Head of School. ▪ Ability to multitask and willing to take on multiple roles and responsibilities. 		
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* AF = Application Form

SS = Supporting Statement INT= Interview

RF = References

The Trust is committed to safeguarding and promoting the welfare of children.

This post is subject to satisfactory checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information will be required prior to commencing duties to establish the suitability of the candidate.

The above list is indicative and not exhaustive. The post holder will be expected to carry out any other duties associated with the work of the Academy as may be directed by the Chief Executive/Head of School, commensurate with the grade of the post. This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the Chief Executive/Head of School in consultation with the post holder and if applicable the relevant trade union. In these circumstances it will be the aim to reach agreement on reasonable changes but if agreement is not possible management, the employee and Trade Unions will continue to consult within an agreed time period to seek a reasonable solution to amend and make changes to the job description which are agreeable by both parties.

PERSON SPECIFICATION – Curriculum, Outcomes & Assessment

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Good Honours degree. Qualified teacher status. Recent and relevant professional development e.g. NPQSL. 	<p>Higher degree</p> <p>Further qualifications – education related</p>	AF
Experience	<ul style="list-style-type: none"> Experience of implementing successful whole school policies. At least three years recent experience as a senior leader at the appropriate age range for the school. Understanding of the role and unique nature of a set-up school set within challenging socio-economic location. Experience of a variety of roles in a Senior Team. Strong classroom teacher. Track record in raising standards across Key Stages 3 to 4. Proven track record of managing successful quality assurance and making use of the data and other information essential for success. Recruiting a skilled and effective team and motivating the team to achieve its full potential at all times. Experience of developing and sustaining positive, collaborative relationships with a wide range of internal and external stakeholders. Experience of managing senior and middle leaders including non-teaching. A track record of development and improving staff. Ability to utilise Sims, Sistra, Class Charts and any other associated software to enable the effective running of the school on a daily basis. A strong record of contribution to whole school results that are significantly above the national and local average 	<p>Experience of senior leadership in a similar size school</p> <p>Experience of working in a school with similar contextual characteristics</p> <p>Experience of being or leading the SENCO</p> <p>Experience as a senior leader with responsibility or delegated authority in curriculum, assessment and outcomes.</p>	<p>AF</p> <p>SS INT</p> <p>RF</p>

Professional Development	<ul style="list-style-type: none"> ▪ A record of continuous professional development that includes training in leadership and management. ▪ Experience of delivering whole school training and coordinating the professional development of staff. 	<p>Management Qualification</p> <p>Experience of working with other educational institutions</p>	<p>AF</p> <p>SS INT RF</p>
Strategic Leadership and Management	<ul style="list-style-type: none"> ▪ Ability to articulate and persuade others to share a vision. ▪ Ability to quantify the importance of, and develop, positive external relationships at a local and strategic level to promote the Academy, including links with the community. ▪ Ability to motivate and engage all stakeholders. ▪ Evidence of successful planning, implementation, monitoring, and evaluation of development strategies. ▪ Ability to analyze data, develop strategic plans, set targets and monitor and evaluate progress. ▪ Ability to mentor and coach at Senior Leadership level and throughout the school. ▪ Ability to delegate and support those with delegated responsibilities. ▪ Is able to work strategically and also operationally. ▪ Is fair, compassionate and has a strong sense of social justice. ▪ Has a desire to make a significant, long-term difference to the life chances of every student. ▪ Clear understanding of what constitutes a broad and balanced curriculum and how the new curriculum changes should be incorporated to meet statutory requirements. Clear vision of how to differentiate and resource the curriculum to meet the needs of all students. ▪ Demonstrable experience in the effective use of assessment to inform teaching and learning in order to help individual students make progress. ▪ Experience of preparing staff for Ofsted or internal Quality Assurance visits. ▪ Evidence of successful development of whole school academic achievement. ▪ An outstanding communicator, both orally and in writing, with staff, students, parents, governors and other stakeholders. 	<p>Evidence of successful implementation of change programme</p> <p>Experience of working with governors to enable them to fulfil whole school responsibilities</p> <p>Successful involvement in staff recruitment, retention, and induction</p> <p>Evidence of creating an effective learning environment.</p> <p>Developing and implementing successful policy and practice for behaviour management</p> <p>Evidence of providing reports to governors and other appropriate bodies</p>	<p>SS</p> <p>INT RF</p> <p>SS</p> <p>INT RF</p> <p>SS INT RF</p>
Teaching and Learning			
Accountability			

Other skills and attributes	<ul style="list-style-type: none"> ▪ A proven track record of monitoring and intervening for different student groups to ensure progress for all and a secure understanding of strategies for the improvement of performance. ▪ Suitable to work with children and young people. ▪ Capacity and enthusiasm for hard work. ▪ Be flexible with time and contribute to working outside of school hours. ▪ Ability to motivate and inspire others ▪ Outstanding ICT skills. ▪ Ability to organise, prioritise, delegate and manage the work of self and others. ▪ Positive and resilient outlook. ▪ Ability to build and maintain good relationships ▪ Excellent communication skills. ▪ Strong commitment to school improvement and raising standards for all. ▪ Commitment to equality and the educational needs of the communities served by the school. ▪ Outstanding use of data. ▪ Is a starter and a finisher. ▪ Able to interpret and act on data. ▪ Experience and ability to deputise for the Head of School. ▪ Ability to multitask and willing to take on multiple roles and responsibilities. 	to whom the school is accountable	SS INT RF AF
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* AF = Application Form

SS = Supporting Statement INT= Interview

RF = References

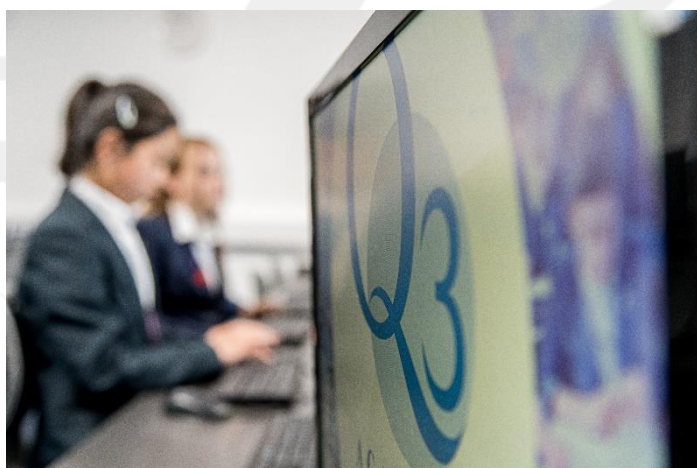
The Trust is committed to safeguarding and promoting the welfare of children.

This post is subject to satisfactory checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information will be required prior to commencing duties to establish the suitability of the candidate.

The above list is indicative and not exhaustive. The post holder will be expected to carry out any other duties associated with the work of the Academy as may be directed by the Chief Executive/Head of School, commensurate with the grade of the post. This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the Chief Executive/Head of School in consultation with the post holder and if applicable the relevant trade union. In these circumstances it will be the aim to reach agreement on reasonable changes but if agreement is not possible management, the employee and Trade Unions will continue to consult within an agreed time period to seek a reasonable solution to amend and make changes to the job description which are agreeable by both parties.

OUR OFFER TO YOU

- A superb staff team committed to doing their absolute best for all in our school community.
- Support from our Trust central teams and other schools in our Trust to ensure you have the tools to deliver success (our schools are all located close to one another, and we work better when we are working together).
- A wealth of support for your ongoing continuing professional development, including a Trust-wide programme for leaders drawing on expertise from across the Mercian Trust and external professional coaches.
- A comprehensive employee assistance and staff benefits package including Simplyhealth (cash-back health plan and 24:7 video call and telephone access to GP and counselling), salary sacrifice schemes including our new Electric Car scheme, and discounts portal (ranging from gym membership to discount cards and vouchers for online and high street retailers).
- There will never be a dull moment; we never stand still, every day offers new challenges and opportunities within an ambitious, forward-thinking team.



KEY INFORMATION – HOW TO APPLY

Post Deputy Headteacher

Responsible to Headteacher

Contract and Salary Full time, permanent

L18-22

Closing Date 9:30am on Friday 26th April 2024

Interview Dates Thursday 2nd May 2024 and Friday 2nd May 2024

Start Date September 2024

School visits To speak to someone about this post and/or to arrange a school visit, please contact Mr Peter Lee , Headteacher – 0121 516 7070 or p.lee@LAN.merciantrust.org.uk

How to apply Please check that you meet the person specification before applying for this post.

Complete the Online Application Form (from the Q3 Langley, DfE, WMJobs or TES websites).

Please submit a supporting statement / document no longer than 2 sides of A4 outlining the following:

- How your recent and relevant experience has prepared you to be successful in this post.
- How the impact you have had in your career to date is an appropriate foundation for you to undertake this role.

Please note – your ability to communicate a wide range of information with appropriate examples and evidence clearly and concisely in your supporting statement will be assessed as part of the shortlisting process.

SAFEGUARDING AND SAFER RECRUITMENT

- Q3 Academy Langley is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act and expects all staff and volunteers to share this commitment.
- You are required to uphold all relevant policies in respect of child protection and safeguarding, which are based on KCSIE (2023) and Working Together to Safeguard Children (2018).
- You are required to demonstrate and model the Nolan Principles (The Seven Principles of Public Life): Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership.
<https://www.gov.uk/government/publications/the-7-principles-of-public-life>
- You should demonstrate your commitment to our equality policy and all our related work to promote diversity, inclusion and belonging.

The Mercian Trust is committed to equal opportunities, safeguarding, and promoting the welfare of children and young adults. We expect all staff to share this commitment. As this post involves working in regulated activity unsupervised with children all post-holders are subject to satisfactory pre-employment checks including an online search check, Enhanced Disclosure and Barring Service check.

