



Application Pack

Deputy Headteacher

Director of Behaviour, Attitudes and Personal Development

Required for Easter 2022



Leverhuime
Church of England and Community Trust





January 2022

Dear Applicant

Thank you for your interest in the **Deputy Headteacher – Director of Behaviour, Attitudes and Personal Development** position at Harper Green High School.

Harper Green is a vibrant secondary school situated in the South of Bolton and serves a wide ranging community and is a part of Leverhulme Academy Trust.

At Harper Green School we ensure that all students achieve the highest possible standards in all they do. We promote independence, together with a sense of community and individual responsibility whilst striving for academic excellence. We encourage and motivate our students to achieve their full potential within a calm and purposeful environment based on mutual respect. We are a community which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for our students, so that they can improve their future life chances. We have a body of committed staff who challenge and stretch our students to be the best they can be through high quality teaching and learning, a well sequenced curriculum and enrichment opportunities.

This is an exciting opportunity to be part of the Senior Leadership Team who are committed to making Harper Green School a place which delivers high quality teaching and learning together with positive and proactive pastoral support and guidance.

If you are excited by what you read and share our passion, determination and values, I would welcome your application and I look forward to meeting you.

Yours faithfully

Sally Heppenstall
Headteacher



Welcome to Harper Green High School

Part of Leverhulme Academy Trust

As a school, we are proud of the achievements of our pupils and the successes they achieve. Our highly professional, motivated and creative staff are dedicated to ensuring each child flourishes in a safe and happy environment. Our beliefs are simple: each individual leaves Harper Green with the qualifications and skills needed to realise their ambitions. At Harper Green, we challenge students to explore the furthest reaches of their intellectual, creative, physical and emotional capabilities so that they realise their own infinite potential.

Students at Harper Green foster a love of learning that stays with them beyond leaving the school after year 11. All our staff share a relentless commitment to ensuring that every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned by a strong pastoral team that creates an inclusive environment where every child feels supported, safe, happy and valued.

Our Ethos and Values

At Harper Green, we recognise that all pupils are unique with individual talents and needs. As a community, we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens.

As a successful school, we challenge students to explore the furthest reaches of their intellectual, creative, physical, and emotional capabilities to realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment that fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements, and opportunities to access life beyond school.

**"I have loved working at Harper Green. The last five years
have been the most brilliant of my career."**

Outgoing Assistant Headteacher

“Discovering dreams, achieving ambitions and transforming lives.”

Harper Green High School is part of Leverhulme Academy Trust with Rivington and Blackrod High School and Sixth Form. As a Trust, we work together to ensure that all children receive an excellent education irrespective of their starting point. We relish the opportunity to be a part of the much-needed regeneration of areas we work in and wish to play a full role in the wider community.

Vision

The vision of the Leverhulme Academy Trust is to prepare young people for life, academically, socially, and spiritually and to provide inspiring learning environments that allow our students to excel.

Mission

The Trust’s mission is to ensure we provide:

- nurturing and inclusive communities that inspire, engage, support, and transform the dreams and ambitions of all
- empowering communities that listen, prioritise personal leadership and responsibility, and promote social justice
- learning environments in which the unique talents and skills within all of us are recognised, nurtured and celebrated
- creative, exciting and innovative curricular opportunities enabling access to qualifications and skills for lifelong learning
- outstanding teaching, leadership and learning for all to maximise rapid and sustained educational standards within and across our family of schools

Values

Our values underpin our mission and provide the basis on which we will achieve our vision. We passionately strive to provide a Multi Academy Trust that is:

- respectful, inclusive and tolerant of all
- responsive to the voices, needs and experiences of all
- committed to celebrating the local context and purpose of each school within the Trust through a strong focus on collaboration, partnerships and networking
- inclusive of all faiths and British values
- constantly striving for excellence and continuous improvement in all that we do

Mr Paul Roach

CEO

Leverhulme Academy Trust

“An outstanding community school which has massively positive impact on the local community.”

Outgoing Assistant Headteacher



Our staff benefits

Working for Leverhulme Academy Trust is rewarding in lots of ways. In addition to a competitive salary, we offer a wide range of benefits to support your career development, health and wellbeing, finances and family.

Pension

We offer an excellent pension scheme with the Local Government Pension Scheme and Teachers Pension Scheme.

Generous Annual Leave

24 days annual leave, plus bank holidays for all support staff (pro-rated for part-time employees), increasing to 27 days after five years of service.

Continuous Service

Continuous service will be honoured for candidates moving from local authorities.

Enhanced Family Leave

We offer an enhanced family leave scheme to support our employees.

Enhanced Contractual Sick Pay

We offer enhanced contractual sick pay in line with the Burgundy Book and Green Book.

Salary Sacrifice Scheme

Employees can benefit from salary sacrifice schemes, including Cycle to Work scheme and a healthcare cash plan.

Support Services

We provide access to an occupational health provider for advice and support.

Excellent Career Development

We are committed to providing excellent CPD with access to further training and the opportunity to stretch your abilities and advance your career.

Free Parking on Site

Employees can enjoy the benefits of free car parking across our sites.

Free Access to Office 365

We have a dedicated IT Support Team to assist with any IT related queries.

Free Flu Vaccinations

We offer free flu vaccinations on an annual basis to all staff.

Trade Unions and Professional Associations

We recognise all of the leading trade unions and professional associations in the education sector and share the common objective of maintaining good employee relations.



Job Description

Job title: Deputy Headteacher – Director of Behaviour, Attitudes and Personal Development

Grade: Leadership Scale, L21B to L25

Reports to: Head of School

Principal Responsibilities:

- Creating a positive culture and ethos for and from students
- Positive behaviour for learning
- Increasing attendance and decreasing persistent absence rates of all cohorts
- Any additional duties that the Head of School might reasonably request for the effective leadership and management of the school
- Personal Development of our students
- Safeguarding

Key Duties and Responsibilities:

- To uphold and actively promote the Trust's mission, vision and values and develop a positive ethos and culture so that all students can achieve and be successful.
- To uphold and actively promote the Trust's policies and ensure they are effectively implemented.
- To lead on whole school behaviour and attitudes including behaviour for learning, engagement with learning and community behaviour
- To be the school's Designated Safeguarding Lead
- To lead on the implementation of intervention to improve behaviour for learning and engagement with learning for cohorts who are struggling to meet the whole school standards
- To lead on whole school attendance procedures and protocols that improves attendance and decreases persistent absenteeism to improve outcomes for students
- To lead on rewards to create a culture of celebration of successes
- To strategically develop and lead on the whole school house system
- To lead on developing and promoting a whole school culture and ethos
- To lead on the monitoring of student behaviour for learning, and ensuring appropriate and timely intervention is happening
- To ensure the school has a strategic approach for improving attendance rates and reducing persistent absenteeism
- To lead on the development of a culture around positive engagement with learning
- To lead on the use of EHA and outside agency involvement to support students in engaging positively with school
- To lead on the monitoring of student attendance and ensuring appropriate and timely intervention is happening to increase attendance and hence attainment
- To lead departments on following up with behaviour for learning in their areas as per the B4L policy and department procedures
- To lead the QA of form time and ensure appropriate follow up is in place
- To lead on the monitoring and moderation of the restorative intervention packages being delivered by the Alpha Centre
- To strategically lead and manage the PSHE curriculum ensuring it meets the RSE, SMSC, PSHE and BV statutory guidance
- To line manage the AHT to ensure appropriate Alternative Provision is in place for students
- To lead on the strategic planning, review and impact of the school house system



- To oversee the liaison with parents about positive and negative behaviour for learning
- To produce reports as required for the Trust, School, RSC, DfE, Ofsted or LA .
- To contribute to the review and writing of the SEF and SIP
- To develop and implement a positive school ethos based on the trust vision and values and WAH so that it positively impacts on the progression of students
- The develop and implement SEMH interventions so that they positively impact on the achievements of students

Leading and Managing People:

- To line manage Assistant Headteacher – Director of KS3 and SK4
- To line manage Assistant Headteacher – Community and Inclusion
- Manage and monitor the effectiveness and quality of performance management arrangements in your area of responsibility
- Be accountable for the performance of your area of responsibility and of your team and its impact on overall school performance

General Duties:

As a member of the leadership group to have a shared responsibility:

- To uphold and actively promote the Trust's mission, vision and values.
- To develop a positive ethos and culture that ensures the staff have the highest standards of students
- Promoting, upholding and embedding the ethos of the school
- Promoting, upholding and embedding a positive school ethos and a culture of all can achieve.
- Contribute to the smooth day to day running of the school
- Supporting staff regarding issues of pupil discipline
- Participating in and supporting staff in duties
- Taking assemblies
- Participating in performance management reviews
- Leading and managing whole school self-evaluation
- To represent the school and actively make links with external agencies
- To attend, contribute to and when required lead meetings at all levels including departmental, whole school and governor
- Contribute to the maintenance and extension of active and constructive links with parents and members of the wider community
- Promote and support extra-curriculum provision and the broader life of the school and the community.
- Assist with and when appropriate lead the organisation and administration of the day to day, termly and annual routines of the school and special occasions.
- To contribute to the review and writing of school policies

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.



Person Specification

Job title: Deputy Headteacher – Director of Behaviour, Attitudes and Personal Development

Qualifications, Training and Experience	Essential	Desirable
A relevant degree and teaching qualification	✓	
Experience of managing significant change at whole school level	✓	
Experience of line managing departments and Pastoral Teams	✓	
To have undertaken additional INSET training in relation to professional development	✓	
A willingness to identify with the ethos and values of the school and be fully involved in its activities.	✓	
To have proven track record for improving the outcomes for students through effective strategic planning within the past three years	✓	
Level 3 Safeguarding Trained	✓	

Knowledge and Abilities	Essential	Desirable
Understanding of the process for school improvement	✓	
To be a good classroom practitioner	✓	
To understand how behaviour for learning impacts on outcomes for students	✓	
Evidence of seeing new initiatives through to completion and evaluation of their impact.	✓	
A clear understanding of all child protection issues	✓	
To be able to identify and strategically plan appropriate intervention and pastoral care.	✓	
To have an understanding of the theories of self-regulation and emotional intelligence impacts on students outcomes	✓	
An understanding of current educational initiatives and their impact on the school.	✓	
To have an understanding of self-evaluation and its role within school improvement.	✓	
To have the experience of using a range of tools and evidence, including data to strategically plan.	✓	
To have experience of target setting at pupil level, moderation and analysis of this level with evidence of impact on behaviour and attitudes	✓	
The ability to promote the spiritual, moral and cultural development of pupils.	✓	
Excellent communication skills.	✓	

Personal Qualities	Essential	Desirable
A Total commitment to pupils' academic, personal, social and emotional wellbeing	✓	
Open to new ideas and initiatives	✓	



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Ability to work as part of a team	✓	
Ability to relate well with colleagues and pupils and to work with and support colleagues	✓	
To be able to have corporate responsibility for all decisions made at senior management level	✓	
To have integrity, passion, energy, presence, resilience and patience	✓	
Appropriate professional dress and appearance.	✓	
Sense of humour		✓

Professional Attributes	Essential	Desirable
Demonstrates an understanding of the needs of the pupils at our school and how these could be met	✓	
Understanding of high expectation of pupils' behavior and attitudes and the ability to model this for others and support others to improve	✓	
Excellent written and oral communication skills (assessed at all stage of the process)	✓	
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	✓	
To show a commitment to sustained attendance at work	✓	

Personal Attributes	Essential	Desirable
Responsibility for own professional development and be willing to partake in further development	✓	
A team player with energy, commitment, enthusiasm and resilience	✓	
A commitment to equality and diversity policies	✓	
A commitment to Health and Safety	✓	
A commitment to child protection and safeguarding	✓	
An understanding of child protection and safeguarding	✓	

Special requirements	Essential	Desirable
Right to work in the UK	✓	
Satisfactory enhanced DBS certificate	✓	
Medical clearance	✓	
2 satisfactory references	✓	
Full UK driving license and access to a car during working hours		✓

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.