

EDGAR WOOD academy



APPLICATION PACK: DEPUTY HEADTEACHER

**Deadline: Friday 16 February 2024
at 12.00 noon**

Dear Colleague

Thank you for your interest in Edgar Wood Academy, a new school serving the local community in Middleton and Heywood. Opening in temporary accommodation in September 2021, the school moved to its permanent location in September 2022, a state-of-the-art building, with stunning views of the local countryside. Helping our students realise their potential lies at the heart of everything we do. By promoting our values of Resilience, Empathy and Responsibility and a culture of mutual respect and compassionate rigour, we aim to inspire and engage all pupils, regardless of prior attainment or social background.

By joining our school, you will be part of an exciting journey, building the school from its early foundations and helping to create and embed its ethos, values and culture. We believe in creating a purposeful and calm environment which allows our teachers to teach and our students to learn. As a result, we will improve student achievement through high-quality teaching in a safe and caring environment. We value each individual child in our school and recognise that each has different talents and gifts, which will be nurtured over the course of their time with us. We also support every student to develop personally and academically, so that they have the knowledge and skills to progress to an aspirational career, a fulfilling life and make a positive contribution to their local community.

Hopefully it is already clear from reading this letter that our aims are simple: to help students realise their potential through a culture of mutual respect, positive behaviour, and high standards. Our aim is to have students do the right thing because they should, rather than because they must. We aim to inspire and engage all students, regardless of prior attainment or social background.

To work at Edgar Wood Academy, you must aspire to be an outstanding colleague. You must be willing to share and learn. We wish to appoint someone who will help us to make a positive difference to the lives of young people in the borough. In return, we promise a supportive and enjoyable working environment and the resources needed to carry out the role to the highest standards, including a bespoke professional development programme to support you with your future career aspirations.

It is important to note that Edgar Wood Academy benefits from being a part of the Altus Educational Partnership. The Trust currently comprises of four academies - Rochdale Sixth Form College, Edgar Wood Academy, Kingsway Park High School and Bamford Academy.

The Trust's mission and vision are to:

- Advance education in the borough of Rochdale so that young people go on to live happy and fulfilling lives and make positive differences to their communities and society.
- Create an inclusive and cohesive system of education in the area that improves the lives of everyone in the borough.

I look forward to your application and if you have any questions, or wish to visit the school prior to interview, please do not hesitate to contact my PA, Debbie Barlow on 0161 676 9620.

Yours sincerely



Paul Jones

Headteacher

Making your Application

I hope that when you read this Application Pack you are inspired to apply for the post.

Application

1. Complete the Altus Education Partnership Application Form
2. Provide a covering letter of no more than one side of A4 paper

Send your application by email to recruitment@altusep.com

Deadline

The deadline for the post is Friday 16 February 2024 at 12.00 noon

Interviews are expected to take place over the 26th and 27th February 2024

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion

Salary

The post will be paid on the Leadership Pay Scale L20-L24

Start Date: ASAP

For an Application Pack

1. Visit www.edgarwood.org or www.altusep.com
2. Contact recruitment@altusep.com
3. Telephone: 01706 769835

Reward Package & Additional Benefits

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme and our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects
- Generous holiday entitlement

Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

Background Information

Altus Education Partnership

Edgar Wood Academy is currently one of three institutions in the Altus Education Partnership (a Multi-Academy Trust) alongside Kingsway Park High School and Rochdale Sixth Form College ("*TES 6th Form College of the Year 2021*" and "*Ofsted Officially Outstanding 2022*"). Edgar Wood Academy and the Trust have a very strong educational reputation in the local community and are in a financially robust position. The Trust works as a partnership of equals, where all Academies are distinctive institutions working together for the benefit of all students, within which, Headteachers and local Governing Bodies have delegated authority and associated autonomy. The Trust expects to expand further in the next few years, working with Academies in the Primary and Secondary phases to improve the quality of education across the borough.

Altus Education Partnership are committed to supporting all children in their Academies to progress to a successful career, life and employment path of their choice.

All our Academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our Academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and Teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all Academies in the Trust.

Altus Education Partnership Values

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.

- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.
- Above all, staff at Altus Education Partnership like their students and demonstrate this through their daily conduct and interaction.

Role Title:	Deputy Headteacher
Reports to:	Headteacher
Remuneration:	Leadership Pay Scale L20– L24
Terms:	Permanent, Full Time
Start Date:	ASAP

Job Summary

To contribute to the development and strategic leadership of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a nurturing, safe and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS disclosure.

Main Purpose

The Deputy Headteacher, under the direction of the Headteacher, will:

- Support and assist the Headteacher by providing professional and dynamic leadership and management by sharing and modelling the values and ethos of Edgar Wood Academy and the Trust.
- Work with the Headteacher, the Trust, and other leaders to ensure the very best education for the students, through achieving the organisation's aims and objectives.
- Be a visible, present and compassionate leader for staff, students, parents/carers and the local community, establishing positive relationships with all.
- Maintain a happy, safe and welcoming environment in classrooms and public areas of the school, challenging expectations and behaviours which risk impacting the culture of the school.
- Support the Headteacher to strategically plan and effectively implement strategies to continue to improve and evaluate the quality of education at the school, managing staff and resources.
- Ensure a consistent and continuous focus on students' achievement, with systems for recording individual student's progress, and effective use of data and key performance indicators to monitor progress in every student's learning.
- Develop and maintain high quality transition from primary schools, throughout each key stage and onto post 16, with curriculum continuity and maximised student progress.
- Ensure parents and students are well informed about the curriculum, behaviour, attitude, attainment and progress.

- Undertake any professional duties delegated by the Headteacher and carry out the professional duties of the Headteacher in the event of their absence stepping up to operationally lead the school.
- Ensure all parents/carers are supported and encouraged to be fully engaged in their children's learning forming a strong partnership with the school.

Duties & Responsibilities

1. Overall Strategic Responsibilities to be Carried Out in Conjunction with the Headteacher:

- Work in partnership with the Headteacher, Senior Leadership Team, Governing Body, staff, students, parents and the Trust in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- Provide outstanding strategic and operational leadership of all areas of responsibility.
- Develop, implement and contribute to the evaluation of an effective strategy for all areas of responsibility in collaboration with other members of the Senior Leadership Team.
- Devise, implement and contribute to the evaluation of a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.
- Performance manage all staff with respect to all areas of responsibility for students; through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback.

2. Organisational Management and School Improvement

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Governing Board, Trust and through consultation with the school community.
- Establish, monitor and evaluate systems, processes and policies so the school can operate effectively.
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Relentlessly drive standard of behaviour, punctuality and attendance for all students, challenging staff perceptions and expectations where these are not in line with those of the Trust and school.
- Effectively lead and manage staff with integrity, fairness and respect, taking due attention to workload and well-being.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Allocate financial resources appropriately, efficiently and effectively.

- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Ensure these school improvement strategies are effectively implemented and evaluated for impact.

3. Governance, Accountability and Working in Partnership

Under the direction of the Headteacher, the Deputy Headteacher will:

- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Ensure areas of responsibility are compliant with external and internal standards.
- Work successfully with other schools and organisations, including forming a close relationship with those in the Trust.
- Establish and maintain partnerships within the local community and wider educational sector in response to the priorities and strategy of the school.
- Actively seek to improve and develop the partnership and communication between the school and parents related to areas of responsibility.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.
- Understand and welcome the role of effective governance, accepting responsibility for all aspects of school performance.
- Provide data and information for the Trust and local Governing Body in a timely manner and effective format so that all stakeholders can understand it.

4. Relationships with Others

Under the direction of the Headteacher, the Deputy Headteacher will:

- Modelling the highest professional standards in all that you do and exemplifying the Nolan principles.
- Ensure that staff understand their professional responsibilities and are held to account.
- Participate in the Performance Management Cycle and INSETs.
- Participate in the induction of new staff into the school community.
- Maintain good working relationships with colleagues, students, parents/carers, governors, the community and Trust and ensure all communication is consistent with the school's ethos.
- Ensure honest, open and constructive professional dialogue is formed between all stakeholders and is exemplified in leadership behaviours.

5. Other Areas of Responsibility

In conjunction with the Headteacher and/or other members of the SLT, the Deputy Headteacher will:

- Support in the construction, monitoring and adaptation of the whole school duty rotas.
- Actively and dynamically engage in duties as required. Exemplify how duties are conducted as a means to form positive relationships with students.
- Support in the construction of the whole school timetable, ensuring effective deployment of staff and resources.
- Ensure the effective delivery and evaluation of whole school events and parents' evenings.
- Contribute to the strategic planning of the whole school calendar, ensuring its effective communication with all staff.
- Ensure the effective collaboration, co-operation and co-production between Trust central services and the school related to areas of responsibility.
- Teach within your area of specialism and be adaptable if required to meet the need of the school.

The Deputy Headteacher, under the direction of the Headteacher, will also have responsibility for one of the following key areas and in conjunction with the Headteacher, will line manage senior leaders responsible for:

6. Quality of Education - Teaching, Curriculum and Assessment

In conjunction with the Headteacher and/or other members of the SLT, the Deputy Headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence and research.
- Ensure teaching is underpinned by subject expertise and professional research.
- Ensure the effective design and use of formative and summative assessment to inform strategy and decisions.
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum.
- Ensure the teaching of a broad, structured and coherent curriculum across all subjects in the school.
- Develop effective relationships between KS2 and KS5 providers, to ensure effective curriculum sequencing and transition across the phases.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Secure an understanding of timetabling and curriculum design to ensure maximised progress for all and the effective deployment of resource.
- Develop systems and structures for the effective management and administration of all areas of responsibility related to teaching, curriculum and assessment.

7. Professional Development

In conjunction with the Headteacher and/or other members of the SLT, the Deputy Headteacher will:

- Develop and exemplify a culture of professional learning where “all staff want to improve, not because they are not good enough but because they can be even better”.
- Establish a culture of professional learning, research, dialogue and reflection for all staff.
- Ensure staff have access to appropriate, high standard professional development opportunities within the school, Trust and with external partnership.
- Actively keep up to date with developments in education utilising and applying this knowledge to strategic plans and leadership.
- Seek training and continuous professional development to enhance own learning and exemplify culture.
- Lead the organisation and delivery of ‘Inset Days’ and professional development sessions to enhance learning and teaching practice in areas of responsibility.
- Lead the development and implementation of coaching plans to ensure all staff deliver consistently strong lessons.
- Identify particular development needs in individual staff and provide coaching to address these.
- Support the induction of new staff to ensure that there is consistency in the delivery of learning, teaching and classroom management strategies.
- Provide the strategic leadership of statutory performance management target-setting and review across the whole organisation.

8. Behaviour and Attitudes

In conjunction with the Headteacher and/or other members of the SLT, the Deputy Headteacher will:

- Create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated and staff deal with issues quickly and effectively, and do not allow them to spread.
- To ensure that the behaviour, attendance and punctuality of students are outstanding.
- To priorities the safety and well-being of the students by following Safeguarding policies.
- Promote amongst students high standards of conduct, uniform, respect and encouragement of good behaviour.
- To monitor student behaviour, attendance and punctuality and in consultation with key staff and decide on appropriate sanctions, interventions and rewards.
- Have an oversight of all pastoral data including attendance, punctuality, inclusion and exclusions.

- Ensure that a programme of pastoral scheme of delegation is implemented and embedded across the school and is updated regularly.
- Gain feedback from Student Voice activities regarding pastoral care, safeguarding, welfare issues, and act accordingly.
- Lead and manage on parental engagement, including by ensuring that parents and carers are well-informed of their child's progress, behaviour, attendance and punctuality.
- Work with multi-agency teams to promote positive behaviour strategies and to ensure students are safe in and outside of school.

9. Personal Development

In conjunction with the Headteacher and/or other members of the SLT, the Deputy Headteacher will:

- Ensure the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.
- Take responsibility for promoting the wellbeing of students through the curriculum and extracurricular activities.
- Provide through the curriculum and the enrichment programme opportunities and the knowledge of how to keep physically and mentally healthy.
- Ensure that the curriculum supports learners to develop their character, including the school values of Resilience, Empathy and Responsibility.
- Provide, through the curriculum and enrichment programme, opportunities for students to develop into active citizens who contribute positively to the school and wider society.
- Develop students' understanding of fundamental British values; celebrating diversity and promoting respect for the different protected characteristics as defined in law.
- Ensure the CEIAG programme meets The Gatsby Benchmarks by providing a clear framework for organising the careers provision at the school, including strong links with local businesses, colleges and universities.
- Ensure there is a dynamic and challenging PSHE curriculum with a sequenced, spiral programme that builds on prior learning as pupils progress through the school.

10. Additional and Special Educational Needs (SEN) and Disabilities

In conjunction with the Headteacher and/or other members of the SLT, the Deputy Headteacher will:

- Promote a culture and practices that enables all students to access the curriculum, relentlessly working to remove barriers which students face.
- Have ambitious expectations for all students with SEN and disabilities.
- Ensure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.

- Ensure the school fulfils statutory duties regarding the SEND Code of Practice.
- Ensure those students with additional and special educational needs feel welcomed, happy and safe in school.
- Support the SENCO and Additional Needs Team in professionally developing staff to have the collective responsibility to meet the needs of students with additional needs.

Person Specification:

			Assessed by:	
No.	CATEGORIES	Essential/ Desirable	App Form	Interview
QUALIFICATIONS				
1.	A degree qualification from a recognised University	E	✓	
2.	Qualified Teacher Status	E	✓	
3.	Evidence of Continuous Professional Development	E	✓	✓
4.	Middle or Senior Management qualification	E	✓	
EXPERIENCE				
5.	Experience of Senior Leadership in a Secondary School at Assistant Headteacher or above	E	✓	✓
6.	Effective management of a high-achieving faculty	E	✓	✓
7.	Sustained delivery of outstanding achievement	E	✓	✓
8.	Track record of delivering 'outstanding' teaching	E	✓	✓
9.	Innovation and creativity to engage, enthuse and progress learners	E	✓	✓
10.	Partnership and team working	E	✓	✓
11.	Experience of providing high standards of pastoral care	E	✓	✓
12.	Leading improvements in Learning and Teaching	E	✓	✓
13.	Developing and leading the implementation of strategies to achieve whole School/College improvement	E	✓	✓
14.	Ability to identify own learning needs and to support others in identifying their learning needs	D	✓	✓
15.	Experience of working with other Schools/Organisations/Agencies	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
16.	Ability to teach to GCSE standard	E	✓	✓
17.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets	E	✓	✓
18.	Ability to develop and implement strategies to enhance and sustain whole school initiatives	E	✓	✓

19.	Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives	E	✓	✓
20.	Ability to communicate verbally with, and write reports for a range of stakeholders, including Governors and external Agencies	E	✓	✓
21.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes	E	✓	✓
22.	Ability to work autonomously, prioritise conflicting demands and thrive under pressure	E	✓	✓
23.	ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, Parents, Staff and Students)	E	✓	✓
PERSONAL CHARACTERISTICS				
24.	Commitment to working flexibly outside of school hours to achieve outstanding outcomes for young people	E	✓	✓
25.	Highly organised, literate and articulate	E	✓	✓
26.	A commitment to getting the best outcomes for all students and promoting the ethos and values of the School	E	✓	✓
27.	A strong belief in the value of education in developing citizens who will contribute to the School and wider community	E	✓	✓
28.	Highest levels of professional and personal integrity	E	✓	✓
29.	A strong commitment to inclusion and overcoming barriers to learning and achievement	E	✓	✓
30.	Personal resilience, persistence and perseverance	E	✓	✓
31.	Commitment to the pursuit of Continuous Professional Development by oneself and others	E	✓	✓
32.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's Leaders	E	✓	✓
33.	Commitment to maintaining confidentiality at all times		✓	✓
34.	A strong commitment to the School's and Trust's Vision and Values	E	✓	✓
35.	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	E	✓	✓