



Washington
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Deputy Headteacher: Pastoral



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Deputy Headteacher at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we are people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that is why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I cannot think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

Thank you for expressing your interest in the position of Deputy Headteacher at Washington Academy. Washington is proud to be part of the Consilium Academies, read on to find out more about trust. Once you have read this application pack, if you would like to visit us, please get in touch.

As our school continues to grow, we have a clear aim. That aim is to ensure our students have access to a dynamic and progressive learning environment. Our exemplary standards of behaviour and respect makes this possible.

Washington is an inclusive school, and we are all committed to the following aims:

- Providing students with an exciting, engaging, and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our Academy and our community to the full

We are seeking to appoint a candidate who shares our commitment to inclusivity and can ensure our students leave Washington Academy with the skills, attributes, and qualifications that they need to become successful citizens. We are looking for a candidate that is driven by their moral purpose and who will go the extra mile to support our students to achieve their absolute best in all aspects of academy life,

We are looking for candidates who share our commitment to inclusive education and who would contribute to the genuine warmth of our school. This role will be pivotal in supporting Washington Academy in the next stage of the academy's improvement journey.

The right candidate will be qualified, creative and vibrant. They will be fully committed to our aims. Moreover, they will be personable and therefore will contribute positively to the welcoming environment that is seen across Washington Academy.

I cannot think of a better time to join Team Washington.

I look forward to receiving your application.



Derek Austwick
Head Teacher



About the Academy

Washington Academy endeavours to offer the best learning experiences to all its students through a truly diverse curriculum which caters for the needs of all. The academy opened new state of the art buildings in 2009 and endeavours to ensure all our young people enjoy their lessons in an inspiring learning environment.

Students, parents, carers, staff, and governors are proud of recent achievements here and, as well as helping students achieve the results, they need to follow chosen career paths, has a huge and varied programme of activities and extra-curricular opportunities on offer.

Washington Academy is fully committed to each individual in our academy, recognising their uniqueness and individual potential. We have high expectations of all students in terms of behaviour and commitment to learning and we work in partnership with families so that we can support individual progress of our students.

Our strong links with partner primary schools ensures smooth transition from primary to secondary school, allowing a strategic approach to raising aspirations and generating further success.

Washington Academy is a place where all members of its community feel welcome, safe and experience a sense of belonging. We believe that only where this exists can learning and personal development progress successfully. Washington Academy is seeking to develop the whole person.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model, and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations.

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We do not impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams and may take the form of 1-to-1 instructional coaching or teacher learning communities and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education and help them to provide the best experience possible for our students.

About the Role

Job Title: Deputy Headteacher: Pastoral

Start date: September 2023

Contract: Permanent

Salary: Leadership scale points 18 – 22

We are looking for an exceptional candidate as Deputy Headteacher who shares our values and has the right vision and ethos to join us on our journey to becoming a truly outstanding school. This role is an exciting opportunity to join a school and be part of a growing Trust with a genuine commitment to partnership and equal opportunity.

We are seeking an inspiring leader with a track record of improving standards, who is committed to the Trust's values and the impact this can have on every student's individual performance inside the classroom and beyond.

You will be an innovative and proactive leader, who will build on the reputation of Washington Academy and work in partnership with the Headteacher, the leadership team and our school community, you will provide the strategic leadership for the high expectations for behaviour and attitudes at Washington Academy.

At Washington Academy we are committed to each individual, recognising their uniqueness and individual potential. We are backed by a Trust that exists to give young people an entitlement to the best education possible.

We are looking for someone who believes in our vision and can contribute to taking Washington to the next level for our students by delivering an amazing personal development programme and supporting our students to make positive choices. Is this you?

If it sounds like you and you would like to work for an innovative and collaborative Trust, and you want to learn more about this unique opportunity and Consilium Academies, please visit: www.joinconsilium.co.uk

For an informal and confidential conversation please contact Liz Hayden on 07706333575 or liz@satiseducation.co.uk

The successful candidate will present the best possible example of professional standards to colleagues.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is 9am on Monday 22nd May 2023.

Interviews will take place on Thursday 25th May 2023.

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Job Description

Job Title:	Deputy Headteacher – Behaviour, Attitudes & Personal Development
Reports to:	Headteacher
Based at:	Washington Academy
Salary:	L18 – L22

Main purpose of the Role

The successful candidate will need to provide our students with an outstanding education and provide strong and effective leadership to staff. The role will have whole school responsibilities below.

- Student behaviour and attitudes
- Student attendance and punctuality
- Safeguarding and child protection provision, including partnerships with external agencies
- Personal development, including CEIAG, mental health and wellbeing

Core Responsibilities & Tasks

Leadership

- To establish clear expectations and constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- To have knowledge and understanding of the school's vision, aims, priorities, targets and action plans.
- To analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- To provide a challenging, positive, stimulating and secure learning community for students.
- To be responsible for the development and coordination of whole school strategies to lead behaviour.
- To support the overall ethos of the school as a child-centered, well-ordered community.

Pastoral Provision including Behaviour and Attitude

- To ensure that the pastoral provision of students and their welfare remains at the forefront of discussion across the school.
- Ensure that a programme of pastoral support is implemented and embedded across the school and is updated regularly.
- Take responsibility for promoting the mindfulness and wellbeing of students through the curriculum and extra-curricular activities.
- Gain feedback from Student Voice re: pastoral care and welfare issues and act accordingly.
- To annually over see the anti-bullying survey with the students in order to update the anti-bullying code.
- Contribute to whole school initiatives for annual events such as Mental Health Awareness Day; Anti-bullying Week; Internet Safety Week etc.
- To ensure that the behaviour, attendance and punctuality of students are outstanding.
- To monitor student behaviour, attendance and punctuality and in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To lead and manage on parental engagement, including by ensuring that parents and carers are well-informed about their child's progress, behaviour, attendance and punctuality.
- To contribute to a programme of after-school and lunchtime academic enrichment activities, which may sometimes require reasonable evening or weekend commitments.
- To prioritise at all times the safety and well-being of the students by following Safeguarding policies.

- To promote high standards of conduct, uniform, respect and encouragement of good behaviour.
- To oversee and work with multi-agency leads to promote positive behaviour strategies.
- To have an oversight of all pastoral data including attendance, punctuality, inclusion and exclusions.

Leading and Managing Staff

- To support staff to identify areas for improvement and contribute to whole school Inset.
- To develop effective skills of communication so all staff feel they have a significant role to play.
- To ensure the effective management and leadership of the pastoral provision including behaviour and ethos.
- To work with the SENCO and any other staff with Special Educational Needs expertise, to ensure appropriate provisions are matched to students' needs.
- To carry out whole school roles as designated by the Headteacher.
- To inspire, challenge, motivate and empower other teaching staff in their pastoral role.
- To establish clear expectations and constructive working relationships amongst staff.
- To ensure all staff are correctly observing the school's Safeguarding and behaviour policies.

Wider Professional Effectiveness

- To make an active contribution to the policies and aspirations of the school, including those in relation to behaviour, discipline, bullying and racial harassment.
- To work with Pastoral leaders and SLT to review and develop the school ethos.
- To strive to develop and improve leadership skills.
- To prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching and school leadership.
- To develop and implement policies and procedures, as appropriate, to be communicated with the Local Academy Board.
- To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.
- To deputise for the headteacher in their absence.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.
- Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy's financial regulations.
- An Enhanced DBS Check with barred list information will be requested on successful application to a position at the Trust.

Person Specification		
	Essential/ Desirable	Method of Assessment
Qualification and CPD		
Qualified Teacher Status	E	AF/C
Permitted to work in the UK	E	AF/C
Evidence of relevant and substantial CPD including Middle Leader Training	E	AF/C/R
National Professional Qualification for Headship NPQH or higher degree	D	AF/C
Experience and Knowledge		
Experience at Senior Leadership Level	E	AF/R
Teaching across the secondary age range and in particular experience of teaching across the secondary range in an area of high disadvantage	E	AF/I/R
Experience of successful curriculum leadership, including monitoring, evaluating and target setting	E	AF/I/R
Experience of working well in partnership with staff, governors, children, parents, carers and the wider community	E	AF/I/R
Experience and knowledge of high standards of safeguarding children	E	AF/I/R
Experience in Ofsted Inspection and post inspection action planning	E	AF/I/R
Experience of the performance management process and the role of reviewer	E	AF/I/R
Experience of working within a pastoral role	E	AF/I/R
Extensive experience of working with multi agencies and other partners	E	AF/I/R
Experience of using a range of creative provisions to support student development	D	AF/I/R
Skills		
Exemplary classroom practitioner and role model for excellent teaching and learning	E	AF/R/P
Able to analyse and interpret data, identify trends and develop and deliver appropriate support and intervention strategies for improvement	E	AF/I/R/P
Has good working understanding of assessment and tracking	E	AF/I/R/P
Has a sound understanding of strategies to enhance teaching and learning opportunities	E	AF/I/R/P
Has a good understanding of school self-evaluation and improvement planning	E	AF/R
Has a good understanding of current educational initiatives and relevant legislation	E	AF/I/R/P
Competent in the use of ICT	E	AF/R
Communicates well orally and in writing at all levels	E	AF/R/P
Able to plan and organise	E	AF/R
Proven Leadership qualities to motivate and inspire others	E	AF/I/R
Has a good understanding of project management	D	AF/R
Has a profound understanding of the needs of children	E	AF/I/R/P
Personal Attributes		
Able to work as part of a team	E	AF/I/R
Embraces change well	E	AF/I/R
Deals with difficult situations effectively	E	I/R
Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community	E	AF/I/R
High degree of motivation for working with children and young people	E	I/R
Willing to take part in extracurricular activities	E	AF/I
Able to demonstrate innovation in school leadership	D	AF/R