



Deputy Headteacher

Leadership 9 - 13

From January 2023



PENK VALLEY
ACADEMY TRUST

Welcome

Dear prospective candidate

We are really pleased that you are considering applying for the post of Deputy Headteacher at Penkridge Middle School.

Penkridge Middle School is a good school with the opportunity to become even better. We are seeking an excellent Deputy Headteacher who is energetic and ambitious and can support our excellent leadership team to help take us to the next stage of the school's development and success.

The school is part of an effective and supportive multi academy trust: Penk Valley Academy Trust. The Trust supports seven schools including first, middle and secondary schools across the 2-19 age range. As a member of the Senior Leadership Team of Penkridge Middle School, you will become an important part of this strong family.

As a Trust, we passionately believe in the power of partnership working whilst at the same time, we recognise the importance of autonomy. We encourage our member academies to lead and manage in a way that preserves their individual identity and responds to the specific needs of their children and community.

We hope the following information helps you understand our school. What I cannot convey on paper is the special ethos of Penkridge Middle School which can only be appreciated by coming to look around. We hope that you are excited about our school and we look forward to your application.

Yours sincerely

Andrew Grocutt

Headteacher
Penkridge Middle School

Brynley Evans

Chief Executive Officer
Penk Valley Academy Trust



**PENK VALLEY
ACADEMY TRUST**

*Learning
Together*



Welcome To Penkridge Middle School

Penkridge Middle School is a popular and growing middle school educating pupils in Years 5 to 8. The school runs a secondary timetable for all four year group allowing children access to fantastic facilities and passionate subject specialist teachers.

The majority of pupils join in Year 5 from one of the four feeder first schools and the majority leave at the end of Year 8 to move to Wolgarston High School. Close links are in place with the feeder first schools and the high school to ensure that Key Stages 2 and 3 are cohesive and transition is effective.

This is a vibrant school, offering an impressive educational experience, built on a platform of core values and very good behaviour - The Penkridge Middle Way. We have a culture of positive behaviours that we, as a school community, share and strive towards. This culture is built around 3 values (Encouragement, Effort, Excellence) and 3 rules (Ready, Respectful, Safe).

We are proud to offer a broad and balanced curriculum that prepares students not only for their next step in education but also for their life beyond. Our facilities, such as science laboratories, ICT suite and extensive school grounds mean our students experience a relevant and challenging curriculum filled with high-quality enrichment opportunities from the moment they join us in Year 5. We boast a combination of subject specialist and primary teaching staff, allowing us to support our students effectively in their transition from Key Stage 2 into Key Stage 3. We have worked closely with schools within Penk Valley Academy Trust to build a well sequenced curriculum that builds on prior learning and properly prepares students for their next step in education.

As a school, we follow the Visible Learning approach developed by Professor John Hattie. Our Visible Learning approach means that we follow evidence-based practice in our classrooms, and we are particularly interested in what research shows works best in education. Our teachers see learning through the eyes of our students, allowing them to plan and deliver a curriculum that is tailored to the needs of learners. Learning at Penkridge Middle School is designed to provide challenge and support to all students, including provisions for SEND students.

Furthermore, we aim to make students of Penkridge Middle School visible learners, developing their ability to become effective learners both in and out of the classroom. A large part of this is allowing students to see the bigger picture of their learning, helping them to understand "Where am I going?", "How am I doing?" and "Where to next?". Through answering these questions students will be able to take greater ownership and responsibility of their own education, seeking challenges and opportunities for learning. We encourage students to be motivated, independent learners who seek out challenge, using perseverance and support to overcome these challenges.

We also offer a range of extra-curricular activities to supplement our timetabled curriculum. These activities are aimed at allowing students to explore further into an area of interest and develop additional skills and knowledge.

Penkridge Middle at a glance

Marsh Lane, Penkridge, ST19 5BW
01785 413400, www.penkridge-middle.org

Age range	Year 5 - 8
Curriculum arrangements	Secondary model, 4/5 form entry
Number of pupils on roll / capacity (Y5-Y8)	491 / 500
Pupils with Special Educational Needs Status	14%
Pupils with Free School Meals Entitlement	12%
Attendance (at Summer 2022)	>95%

Key development priorities

- Improve academic standards
 - KS2 SATs for both Maths & English
 - Curriculum development of all subjects
- Further improve and consolidate standards of behaviour and personal development
- Further improve leadership & management at all levels

Curriculum subject strengths

- Maths
- English
- Modern Foreign Languages

Curriculum subjects to develop

- Music
- Design Technology
- Science

Facilities

- Recently expanded building with four new classrooms and outdoor quad space
- Brand-new roof replacement paid for by successful Condition Improvement Fund bid
- Development plans underway to further improve the learning environment through additional funding streams
- Very large grounds with excellent sports and athletics facilities
- Specialised rooms for science, music, art, DT, food and computing



Joining our Trust

Penk Valley Academy Trust (PVAT) is a medium sized, multi academy trust in Staffordshire with four first schools, one middle school and two secondary schools covering the full age range of 2-19. The Trust was formed in 2018 after a long history of school collaboration, partnership and federation.

The key features of PVAT are outlined below. We are not complacent so this also provides the strategy framework for the further development of the Trust and all of our schools.

1 Culture

We have established and continue to develop a strong common culture and ethos across the Trust. This is encapsulated in our motto 'Learning Together'. We emphasise a mission of creating a community where both adults and children are focussed on learning, personal development and professional improvement. This is derived from our core values: -

- **Collaboration** – to work together to form a genuine learning community
- **Challenge** – to have the highest expectations and standards of ourselves and our pupils
- **Curiosity** – to appreciate learning and innovation
- **Care** -to look after our children and each other. Also to show professional diligence and the highest high ethical standards in delivering a public service.



COLLABORATION



CHALLENGE



CURIOSITY

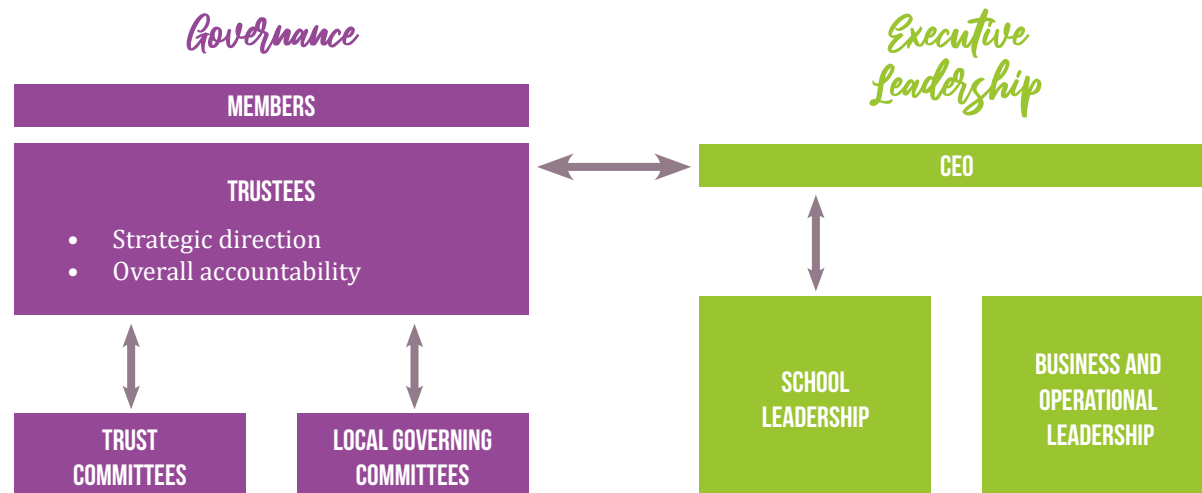


CARE

2 Leadership and management

We have established an ethos of strong, professional and ethical leadership allied with a drive to raise standards even higher for our pupils. We encourage the following features of leadership across the Trust and our schools. -

- A clear structure of leadership and management with well-defined roles at all levels
- A focus on a small number of improvement priorities rather than too many initiatives
- A continuous programme of training for leadership and management
- A system which emphasises trust leadership and local governance of schools
- A strong focus on staff and teacher workload and wellbeing



3 Curriculum (both academic and pastoral)

We are focussed on achieving high academic standards across all of our schools and have credible and effective strategies to do this. We have a firm commitment to common curriculum principles which encourage professional dialogue and expertise rather than imposing a rigid curriculum template on our schools. These include: -

- Training time is prioritised for teams of teachers to meet regularly (often weekly) to discuss, clarify and share good curriculum plans and practice in every subject. We call this 'subject mastery' and it is the cornerstone of our CPD programme and school improvement work.
- As an accredited 'Visible Learning' Trust we are focused on improving learning derived from a wide range of educational research and innovation.
- We learn from cognitive science to ensure that curriculum plans include essential knowledge, conceptual understanding, and independent skills. These need to be well sequenced and supported with deliberate practice. *This is summarised in our curriculum 'equation':*

$$\frac{(\text{KNOWLEDGE} + \text{CONCEPTS}) \times \text{PRACTICE}}{\text{SEQUENCE}} = \text{SKILLS}$$

- Our focus on the curriculum is not solely academic; it includes the planning and teaching of a coherent behaviour and personal development curriculum.
- Trust executive leaders provide curriculum training and support - both directly or via partnerships with outside agencies or schools.
- Regular assessment including low stakes questions, quizzes or tests are vital to check pupil learning.
- Information Technology is used to support effective pedagogies such as the modelling expected learning or reducing workload by delivering and 'marking' assessments and homework for teachers.

4 Business and operational systems

We have a strong belief that support staff and operational systems are the bedrock of school improvement. We pride ourselves in serving our schools with high quality business and operational services.

- We employ our own technical staff including an IT network manager, electrician and plumber to serve and maintain our schools
- We provide high quality central Trust services such as HR support, finance and estates management
- Our central support services are highly responsive to the needs and priorities of individual school and headteachers.

5 Partnerships

We have established extensive and effective partnerships both within the Trust and the wider community. These include: -

- Schools within the Trust working together both formally and informally
- Effective networks within the Trust, the local area and wider locations) focussed on developing the curriculum
- Work with schools and local authority to share good practice and support for SEND, disadvantaged and vulnerable pupils.
- Links with national programmes which provide research and training on school improvement particularly with regards to the curriculum
- Links with Lichfield Diocese to support our Church schools

IMPACT

- Financially stable and clean external audits
- Our two secondary schools show overall academic progress to be above average (2019)
- Favourable external reports on a range of operational issues including health and safety.
- Ofsted judges all schools to be currently 'good'.
- Staff, parent, and pupil surveys show high level of satisfaction.
- Locally, we are well thought of in the community as both employers and educational providers
- We are an expanding trust in terms of school size and pupils on roll.
- We have excellent relationships with a range of school partners and external agencies

Job Description

Purpose of Post

- To assist the Headteacher with the strategic direction and development of the school.
- To work with and support the Headteacher in the internal organisation, leadership and management of the school.
- To deputise for the Headteacher as and when required.
- To inspire high quality teaching and learning through the modelling of excellent practice and a relentless focus on removing barriers to learning to ensure that all learners reach their academic potential.
- To support the Headteacher in maintaining and developing the good name of the school at all times, both internally and in our local communities.

Main Duties and Responsibilities

Leadership and Management

- To model the vision and values of the school.
- To have a clear understanding of educational issues at local and national level.
- To inspire, challenge, motivate and empower others to attain challenging targets.
- To support the Headteacher through the use of personal skills, knowledge and specialisms
- To build capacity and achieve sustainability in school improvement.
- To be fully committed to supporting and developing social inclusion.
- To celebrate achievement and acknowledge excellence and good practice.
- To be involved in ongoing curriculum design and timetabling.

Teaching and Learning

- To keep up-to-date with new and effective teaching and learning methodologies and promote the sharing of good practice.
- To undertake an allocated teaching commitment in line with school policies, routine and expectations.
- To set the highest possible standards of classroom practice and management as an exemplar to other colleagues.
- To liaise closely with all stakeholders and deploy staff effectively where needed

Job Description

Student Progress

- To use data to accurately assess the effectiveness of pastoral systems and interventions and to spots trends and address them.
- To ensure that reasonable adjustments and pastoral interventions support vulnerable students in order to access the curriculum and make at least good progress.

The Community

- To consult, engage and communicate with governors, staff, students, parents and carers to enhance children's learning.
- To engage in cross-phase working and transition issues.
- To attend and present reports to governing committee meetings and liaise with governors as required.

Generic Responsibilities: Leadership Team

The Leadership Team will be committed to a high profile around the school throughout the day and will lead by example, commitment and the highest standards of professional co-operation and integrity.

- To ensure the smooth running of the school, including the maintenance of discipline and general administration.
- To be available and willing to respond to unplanned situations which arise day to day.
- To have a high profile and visible presence around the school include before school, break, lunchtime and after school.
- To attend whole school events and activities, e.g. open days, school productions etc.
- To participate as much as may be required in teaching pupils and providing cover for absent colleagues.
- To uphold and implement all school policies.
- To attend meetings, such as governors, when requested and to prepare information, documents and reports as required.
- To liaise with outside agencies.
- To participate in the selection and appointment of staff.
- To take an active part in all leadership matters.
- To fully support other members of the leadership team, take 'cabinet responsibility', and respect confidentiality at all times.

This job description is representative only and is not exhaustive. Other reasonable duties may be allocated from time to time commensurate with the general character of this post and its grading. It should be read alongside the professional duties of teachers as set out in the School Teachers' Pay and conditions Document (STPCD) and National Professional Standards appropriate to the scale and remuneration of the post.

Person Specification

<i>Training and Qualifications</i>	<i>Essential/desirable</i>	<i>Evidence (Application/ interview/ref)</i>
Qualified Teacher Status	E	A
Degree	E	A
Higher Degree	D	A
NPQH	D	A
Recent participation in a range of relevant in-service training	E	A

<i>Leadership Experience</i>	<i>Essential/desirable</i>	<i>Evidence (Application/ interview/ref)</i>
Senior leadership experience in primary or secondary education	E	A
Worked in more than one school	E	A
Whole school strategic planning	E	A/I
Leading, managing and delivering significant elements of a school improvement plan that resulted in a positive impact	E	A/I
Leading and managing behaviour	E	A/I
Leading and managing teaching, learning and assessment	E	A/I

<i>Professional skills, knowledge and understanding</i>	<i>Essential/desirable</i>	<i>Evidence (Application/ interview/ref)</i>
Critical, analytical and strategic thinking	E	I/R
Ability to analyse and interpret data	E	I
Knowledge of national priorities and statutory frameworks	E	I
Managing staff and holding to account	E	I
Committed to partnership working	E	I/R
Excellent attendance and punctuality	E	R
Decision-making skills	E	I/R
Communication skills	E	A/I/R
Personal impact and presence	E	I/R
Professionalism and self-management	E	I/R
Adaptability to changing circumstances and new ideas	E	I/R
Self-motivated	E	I/R
Creative thinker	E	I/R
Integrity	E	I/R
Reflective	E	I/R
Self-confidence	E	I/R
Resilience	E	I/R

How To Apply - Guidance Notes

Please read these guidance notes before completing your application.

Please read the job description and person specification thoroughly. The essential criteria are the minimum level of skills, knowledge and experience required for the role and are of equal importance. The desirable criteria are those that will enable the successful candidate to perform the job more effectively and will be used for shortlisting purposes if several candidates have all the essential criteria. The shortlisting panel will be looking for evidence in your application which shows that you meet the criteria.

Prior to applying:

We strongly encourage all applicants to visit our school as part of the application process. Visits will take place on **Wednesday 21, Thursday 22 and Friday 23 September 2022**. To book your visit please complete the short online form **by clicking here** or scanning the QR code on the right of this page.

Please note that CVs will not be accepted. Please also note that any applications received after **12noon on Wednesday 28 September 2022** will not be considered. Interviews will be held on **Tuesday 4 October 2022**.

References will only be taken up for shortlisted candidates who will be notified beforehand. Please contact each of your named referees to inform them that, if you are shortlisted, we will request a reference prior to interview.

Please note that providing false information as part of your application may lead to a withdrawal of any conditional offer of employment, or disciplinary procedures potentially leading to dismissal without notice if you have already been appointed.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and responsibility. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

All staff working in the School during the school day will have contact with children and will therefore be in regulated activity.

The post is exempt from the Rehabilitation of Offenders Act 1974 and the School is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are “spent” unless they are “protected” under the DBS filtering rules) in order to assess their suitability to work with children.

Book a visit

