



Recruitment Pack

Deputy Headteacher

Quality of Education

Isca Academy

Closing Date: 9am - Sunday 3rd March 2024

Interview Dates: Wednesday 6th
& Thursday 7th March 2024

Ted
Wragg TRUST

Ted Wragg Trust



We are an ambitious and inclusive Trust of schools



**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

We demonstrate our love through our values



How we will succeed





ISCA ACADEMY – JOB DESCRIPTION

Post: Deputy Headteacher - Quality of Education

Line Manager: Headteacher

KEY PURPOSE

- Develop an outstanding and ambitious curriculum which meets the needs of all scholars.
- Ensure that teaching and learning is inspiring, innovative, engaging and personalised to meet the needs of all scholars.
- Be responsible for monitoring and evaluating the performance of scholars and teaching staff and lead the formation and delivery of improvement strategies where required.
- To ensure that target setting, assessment data, monitoring and reporting are used effectively across the academy to drive up standards.
- To develop and implement an ambitious framework which enables all scholars to make excellent progress as well as developing their leadership, confidence and resilience.

KEY TASKS

- Inspire and engage staff, scholars and parents in the vision for the Academy;
- Communicate effectively and relate positively to all stakeholders;
- Implementation of an effective and aspirational whole-academy learning culture;
- Rigorous monitoring of whole-academy standards;
- Provision of professional development and support opportunities to ensure the highest standards of teaching, learning and pastoral care;
- Lead whole academy CPD for both teachers and non-teachers;
- Contribute to policy development at Senior Leadership level;
- Ensure an outstanding learning environment which is engaging for all learners;
- Secure outstanding Teaching, Learning and Assessment across the Academy that produces outstanding outcomes for all scholars;
- Line management of our middle leaders;
- Ensuring the smooth day-to-day organisation and operation of the Academy; and
- Deputise for the Headteacher in her absence, as required.

RESPONSIBILITIES

Strategic Leadership:

- Assist the Headteacher in the overall leadership and management of Isca Academy as a member and co-leader of the Academy's Senior Leadership Team;
- Assist the Headteacher in the strategic vision, leadership, management and operational development of the Academy;
- Assist the Headteacher in the formulation of the Academy's Improvement Plan, taking account of the agreed priorities of the Academy and how these link with national and local initiatives;

- Clearly articulate and model the Academy's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous academy improvement;
- Advise the Senior Leadership Team and Governors on the strategic development and improvement of standards across the Academy including planning, policy writing, advising and supporting other staff;
- Contribute to the development of whole-academy policy; and
- Monitor and evaluate the quality of provision within the Academy and report on it to SLT, Governors, our Trust Board, the LA and Ofsted, as required.

Deputy Headteacher:

- Provide professional leadership and management of core areas of the Academy Improvement Plan as agreed, on an annual basis, with the Headteacher;
- Take an active role in the Senior Leadership Team, contributing to the development of identified areas leading to highest standards of teaching, effective use of resources and improved standards of learning, behaviour and achievement for all children;
- Performance Management of staff;
- Identify and pursue leadership and management development opportunities to ensure yours and those that you lead continue to develop as leaders;
- Contribute to the Academy's on-going self-evaluation cycle and quality assurance procedures across the Academy, including:
 - contributing to the Academy's SEF and providing relevant evidence;
 - participating in cross-academy "benchmarking" to moderate judgements;
 - annually reviewing progress and monitoring department / area improvement plans;
 - interpreting and acting upon student performance and prior attainment data;
 - analysing and sharing data with Year Leaders and Heads of Department; raising questions, posing hypotheses and providing challenge;
 - conducting work scrutiny/standardisation of assessment;
 - leading lesson evaluations and providing feedback;
 - conducting learning walks and student pursuits;
 - moderating and improving student standards of achievement and behaviour
 - supporting staff to fulfill their professional responsibilities and carry out their duties effectively;
- draft workplace policies, procedures and practice, ensuring that the policies take account of statutory requirements and national and local priorities and promoting collective responsibilities for their implementation;
- prepare reports for Governors' meetings;
- be a positive role model in all aspects of your personal leadership, management, behaviour, teaching and learning to scholars and staff;
- participate in the day-to-day management of the Academy by being a visible and effective presence and contributing to the duty rota;
- develop and present a coherent, understandable and accurate account of the Academy's performance to a range of audiences including Governors and parents / carers;
- work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities; and
- work with the Headteacher to build a professional learning community which enables others to achieve.

Strengthening Community

- work with the Headteacher to positively collaborate with other schools and organisation's in order to share expertise and bring positive benefits to ours and other schools; and
- work collaboratively with the Headteacher at both strategic and operational levels with parents / carers and across multiple agencies for the wellbeing of all children.

Operational

- develop policies that promote the highest standards across the Academy;
- ensure both CPD and PM processes support staff to achieve the highest standards for our children;
- contribute to the development of the curriculum;
- chair meetings and set agendas for middle leaders' meetings;
- work with other members of the Senior Leadership team to formulate aims, objectives and strategic plans, reflecting the needs of the Academy;
- keep up-to-date with national developments and attend relevant training;
- oversee the analysis of teaching, learning and assessment data and action plan accordingly;
- identify staff professional development needs, facilitating and leading training as required;

Personnel Management

- responsible for the efficient and effective management and deployment of personnel;
- develop and lead the implementation of the vision for the Academy;
- lead, direct and manage middle leaders;
- guide and motivate teams, addressing any training and development needs;
- undertake staff appraisals and performance management, as required;
- provide personal professional guidance to colleagues with the aim of securing highest quality teaching and support for scholars with additional needs;
- identify training and development needs of all staff and support development within the financial parameters of the budget;
- participate in the recruitment of personnel and ensure effective induction of new staff;
- promote and maintain good communication with all stakeholders, including external agencies;
- coach and develop staff, providing training as appropriate; and
- set challenging targets for the whole-academy with a focus on narrowing any attainment and progress gaps.

Accommodation and Resources

- manage any delegated budgets efficiently and effectively, ensuring value for money;
- ensure Health and Safety practices, including risk assessments, are in line with Academy policy; and
- assess risks to ensure a safe working and learning environment.

Knowledge and Skills

- keep up-to-date with national and local developments regarding behaviour for learning and behaviour management, teaching practice/methodology and leadership initiatives;
- keep up-to-date with developments in the use of comparative data; and
- continue to develop your own professional development, proactively engaging with CPD opportunities and remaining widely read.

Quality Assurance

- establish and reinforce the agreed standards across the academy;
- monitor and evaluate performances against Academy, local and national performance indicators;
- monitor the quality of behaviour, teaching, learning and assessment in line with the requirements of self-evaluation and the Academy Improvement Plan;

Meetings - Attendance at:

- Senior Leadership Team meetings;
- Relevant Team Leader meetings;
- Governor /Trustee meetings, on request;

ALL STAFF SHOULD

- Ensure the aims, priorities and policies of the Academy are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all scholars and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with scholars and other staff, including attendance at whole staff briefings and through completing student logs and emailing key staff as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its scholars in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

Deputy Headteacher - Quality of Education

Person Specification

ESSENTIAL	DESIRABLE	Assessment
Qualifications and training		
<ul style="list-style-type: none"> • Qualified Teacher Status • Regular and appropriate CPD including evidence or recent leadership and management development • Qualifications appropriate to this post. 	<p>Higher Degree – Masters</p> <p>Safeguarding Level 3</p>	A
Knowledge and Experience		
<ul style="list-style-type: none"> • Knowledge of a national education strategy and agenda. • Understanding of quality and progress in learning and teaching and how to achieve excellence for all children. • Knowledge of monitoring and evaluating performance and the use of data to inform school improvement and ultimately student outcomes. • Knowledge of key considerations in effective leadership and management and the development of people and other resources. • Knowledge of best practice and procedures for safeguarding children and young people. • Leadership experience at Assistant Headteacher / Assistant Principal level. • Use of proactive and dynamic strategies to manage day to day scenarios and drive improvement in student behaviour, progress and achievement. • Up to date on current educational thinking and education legislation. • Thorough grasp of data. • Broad understanding of a range of strategies to raise attainment and improve student progress. • A commitment to Inclusive education and equal opportunities. • Successful previous experience in a senior leadership role. • Proven ability to lead, manage and motivate a substantial team. • A commitment to working co-operatively and effectively as part of a leadership team. • Evidence of the ability to effectively manage the variety of demands and pressures that come with a leadership role. 	<p>Evidence of having led, managed and achieved whole school change and improvement with high impact</p>	A, R, I

Personal Skills and Qualities

A, R, I

- Enthusiasm and passion.
- Real commitment to education as a tool for improving the life chances of children.
- Proven ability to maintain positive relationships with scholars, parents/carers and staff.
- Stamina.
- Resilience.
- Willing to work long, flexible hours.
- Commitment to an inclusive and child centred approach to education.
- Commitment to the ethos and values of the Academy and Trust.
- High level of emotional intelligence.
- Significant presence.
- Excellent communication skills both in writing and in person.
- Ability to form and maintain positive and sustainable relationships.
- A good motivator.
- Analytical thinker.
- Inspirational leader of staff and scholars.
- Able to use ICT effectively.
- Ability to prioritise.
- Able to think and plan strategically.
- A high level of organisational skills, including the ability to meet deadlines and to plan and run team meetings.

Must pass relevant safeguarding of children checks –DBS and Safer Recruitment Processes.

Assessment:

A = Application

R = Reference

I = Interview programme

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

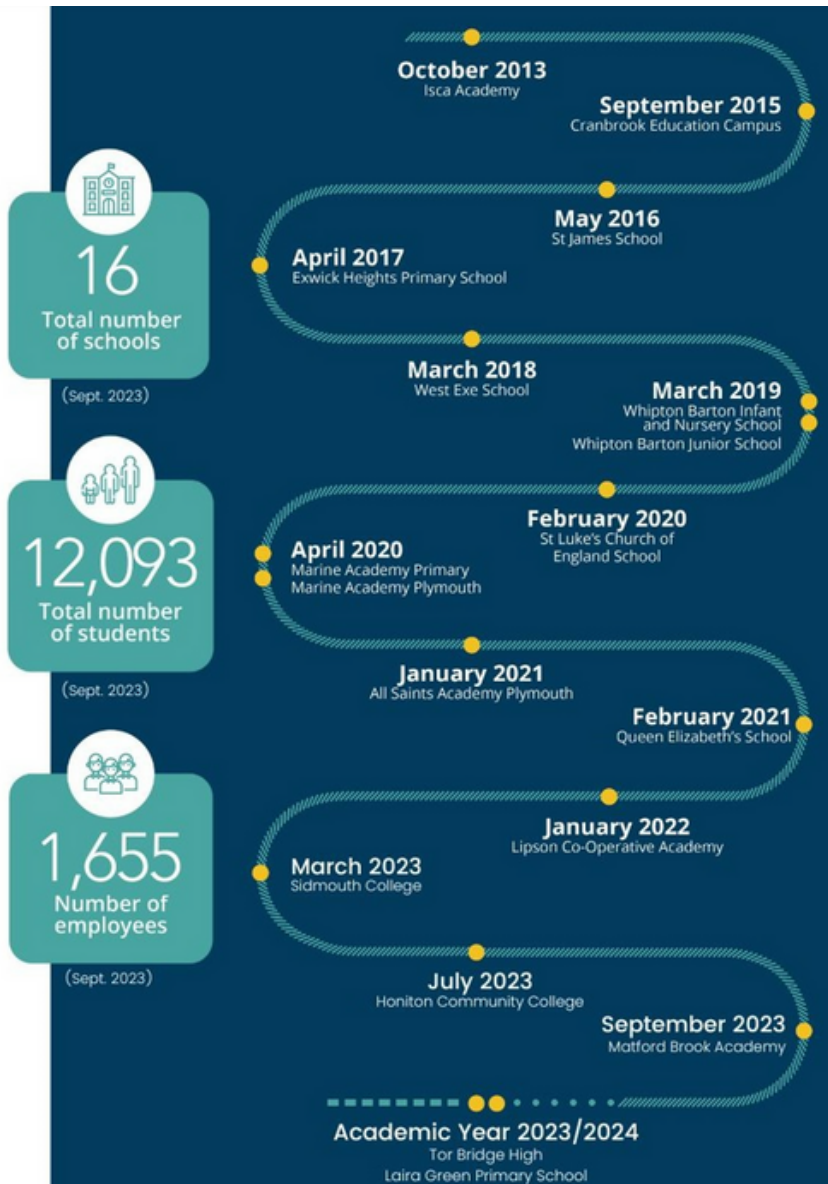


In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities for a Headteacher joining our Trust to access leadership development, study tours and wider networks with some of the best schools, trusts and leaders across the country.



Colyton Grammar



Key Details

Job Title: Deputy Headteacher - Quality of Education

Location: Exeter, Devon

Salary: L14-18

Closing Date: 9am - Sunday 3rd March 2024

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& Thursday 7th March 2024

Our mission is excellence through habit. We inspire our scholars, celebrate their success, care about our community and have ambition for every single child. If you believe in our mission for 2027 we would love to hear from you.



How to apply

Application forms and further information are available from our website: www.iscaexeter.co.uk

For an informal conversation and to find out more about the role please contact Harriet Smith, PA to the Headteacher on harriet.smith@iscaexeter.co.uk. Visits to the school are also encouraged.



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Thank you for your interest!

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