

Briefing Pack for Applicants Deputy Headteacher – Quality of Education



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

Contents

Section 1: Post Advertisement.....	1
Section 2: Letter from the Chief Executive – Bev Matthews.....	3
Section 3: Letter from the Headteacher	4
Section 4: About Netherthorpe School	6
Section 5: Job Description.....	8
Section 6: Person Specification.....	15
Section 7: The Appointment Process.....	18
Section 8: Visitors to Netherthorpe School	20

May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Deputy Headteacher Quality of Education
Location: Netherthorpe School
Pay scale: Leadership Pay Range L18: £75,675 to L22: £83,464 gross per annum
Contract: Permanent, full time
Start date: 01 September 2025

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded from an outstanding single academy to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

We are seeking to appoint a Deputy Headteacher; the successful candidate will be responsible for strategic leadership of the quality of education (curriculum, teaching and learning and outcomes) across the school. This appointment is a key opportunity to join a highly supportive, passionate, committed and experienced team who lead ethically and morally and with the best interests of all students at the centre of all decision making. Applications are welcome from colleagues with the drive and commitment to consistently pursue the highest standards of behaviour and inclusion and those who will bring an innovative, inspiring and challenging approach to whole school leadership of inclusion.

We are looking for someone who:

- Is a proven leader with experience in delivering proven school improvement and rapidly improving student outcomes.
- Can motivate, inspire and innovate.
- Has ambition for becoming a Headteacher or system leader.
- Is committed to changing the life chances of all young people; especially the hardest to reach.

In return we can offer you:

- A strong commitment to your ongoing professional development.
- Mentoring by and support from an experienced Headteacher, senior team and central Trust staff.
- The opportunity to work collaboratively with other school leaders throughout the Trust.
- The chance to make a real difference to the lives of our inspiring children and young people.
- Access to other employee benefits offered by our Trust.

Candidates are encouraged to have an informal discussion about the role with Miss Sutcliffe, Headteacher. Please contact Lynne Jordan - PA to the Headteacher via email LJordan1@netherthorpe.derbyshire.sch.uk to arrange.

The closing date is at 9am on Wednesday 30 April 2025 with the interview process scheduled to take place across Wednesday 07 and Thursday 08 May 2025.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the Trust's website - [Vacancies - Minerva Learning Trust](#) **Please ensure that you do not fill in a local authority application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

A handwritten signature in dark ink, appearing to be 'Bev Matthews', with a stylized, flowing script.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Future Applicants,

I am delighted that you are considering joining our school community. As the Headteacher, I am proud to lead a school that is dedicated to fostering academic excellence, personal growth, and a supportive environment for all students.

Netherthorpe School has a rich history, dating back to 1572 when it was founded by the Sitwell, De Rodes, Cavendish, and Frechville families to serve the Staveley community. Despite its historical significance, the recent Ofsted inspection in January 2025 placed the school in the 'Serious Weaknesses' category.

As the new Headteacher, I am committed to addressing these issues and working with the Minerva Learning Trust to restore the school's excellence. It's a challenging task, but with dedication and collaboration, this is a school community you can certainly make a positive impact.

Our mission statement is that students **Learn, Enjoy, and Succeed**. We aim to foster enjoyment in learning, so that each individual has the opportunity to make good progress and achieve excellence. We ensure we develop confident individuals who are able to live safe, healthy, and fulfilling lives, whilst also being responsible and active citizens who will make a positive contribution to society.

Our Values:

We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so, we promote the following values: **Respect, Responsibility, Resilience, and Aspiration**.

Academic Excellence:

Our curriculum is designed to challenge and inspire students, preparing them for success in higher education and beyond. We offer a wide range of subjects, including a broad range of advanced courses in the 6th Form. Our teachers are passionate about their subjects and committed to helping students achieve their best.

Extracurricular Activities:

We offer a wide range of extracurricular activities, from sports to arts, ensuring that every student has the opportunity to explore their interests and develop new skills. Our sports teams have a strong tradition of excellence, and our arts programs provide opportunities for students to express themselves creatively through music, drama, and visual arts.

State-of-the-Art Facilities:

Netherthorpe is a truly special place. Combining modern facilities with listed buildings. We have well-equipped science labs, a comprehensive library, technology and sports facilities that include a sports hall gymnasium and playing fields. These resources are designed to enhance the learning experience and provide students with the tools they need to succeed.

Supportive Environment:

We understand that each student is unique, and we are committed to providing a supportive environment that caters to individual needs. Our pastoral care system ensures that students receive the guidance and support they need to thrive both academically and personally. We also

offer counselling services and have a dedicated team to assist with any challenges students may face.

Here at Netherthorpe, we are ambitious for both the school and its community and are committed to continued improvement. Our staff are our most valuable asset, and we are committed to attracting the best staff to the school and ensuring their personalised professional development, with our core purpose being the improved quality of teaching and learning for all. Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organization and help us achieve our mission, then we look forward to receiving your application. We look forward to receiving applications from candidates who would love to join us on our journey to excellence.

Warm regards,

A handwritten signature in dark ink, appearing to read 'R Sutcliffe', written in a cursive style.

Rachel Sutcliffe
Head of School

Section 4: About Netherthorpe School

OUR ETHOS

Netherthorpe School is an inclusive community school that ensures all students are able to Learn, Enjoy and Succeed. We aim to foster enjoyment in learning, so that each individual has the opportunity to make good progress and achieve excellence. We ensure we develop confident individuals who are able to live safe, healthy and fulfilling lives, whilst also being a responsible and active citizen who will make a positive contribution to society.

We understand the power of education to transform lives, communities and society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully rounded individuals, providing them with the challenge and support they require to succeed.

ABOUT US

Netherthorpe School is a popular and over-subscribed all-ability, 11-18 school. We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn from largely from the surrounding area. Our standard student number per year is 170 and our current roll is 1046. Around 39% of our students are classified as Pupil Premium which is above national average.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with Social, emotional and mental health needs, speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. The school are well resourced to support our young people with a therapeutic Integrated Resource Centre, Hub and Student Services room.

The Senior Leadership Team is currently comprised of eight colleagues. A Headteacher, two Deputy Headteachers and five Assistant Headteachers, supported by an Executive Headteacher and Central Team for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 70 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school, and all are important members of our community. We aim to involve all staff in the life of the school through communication, including briefings and regular meetings. Staff development is supported through a highly effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

The school is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body works through a series of committees, each supported by a member of the leadership group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel

within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a one-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), PSHE/RE and PE with option subjects available across the curriculum areas. At Key Stage 5, students are able to follow a number of learning pathways including vocational options to prepare them fully for life beyond 18.

We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students.

Netherthorpe has an incredible amount of history and tradition. It is truly a special place. Combining modern facilities with listed buildings, this offers a unique learning environment for the school community.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 40 clubs, lunchtime and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and Arts plus to the school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school including a Mexico conservation visits post 16.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they ECTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school. Further information about the school including access to the full Ofsted Report can be found on our website: [Netherthorpe School - Home](#)

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Deputy Headteacher – Quality of Education
GRADE/SALARY	Leadership Pay Range L18 to L22
HOURS/WEEKS	Full time
LOCATION	Netherthorpe School
RESPONSIBLE TO	Headteacher
RESPONSIBLE FOR	<ul style="list-style-type: none">• Developing the Quality of Education across the school• Driving up standards in all aspects of school life to enable us to fulfil our mission• Line Management of three Assistant Headteachers within Quality of Education and other allocated departments• Line management of employees at the school in accordance with allocated responsibilities.
PURPOSE OF THE JOB	To perform the duties of Deputy Headteacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust. To deputise in the absence of the Headteacher.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">• Graduate with Qualified Teacher Status.• Evidence of leadership preparation through Continuous Professional Development (e.g. NPQH).

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

Core Purpose:

- To perform the duties of Deputy Headteacher and School Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.
- To support the Headteacher in providing vision and dynamic and professional leadership for the school to ensure high quality, inclusive and comprehensive education for all its students.
- To model and uphold the school and Trust's mission, vision, values and beliefs and ensure they are embedded in all areas of the school.
- To contribute to effective strategic planning, self-evaluation and whole school improvement of the school.
- Assist the Headteacher in the day-to-day running of the school and ensure the strategic planning, delivery and evaluation of events in accordance with the school calendar.
- To inspire, challenge, motivate and empower all members of the school community to contribute to carry the vision forward.
- To contribute to the effective management of the school's resources and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff.
- To promote the school in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools.

Specific Responsibilities:

- Work with the Headteacher and Chief Executive of the Minerva Learning Trust to influence the strategic direction of the school, share good practice and establish the school's position within the Trust.
- Work with the Headteacher and the Local Governing Body to establish a clear vision and strategy for the next phase of the school's development and ensure this is clearly articulated, shared and acted upon by the whole school community via an effective School Development Plan.
- To assist the Headteacher in the day to day running of the school and ensure the strategic planning, delivery and evaluation of events in accordance with the school calendar.
- Create partnerships with other leaders across the Trust.
- Direction, management and professional responsibility for staff as allocated in accordance with the responsibilities of the post including recruitment, performance management and management of HR issues.
- Developing and leading on a strategic plan to further develop the quality of education of the school, including effective methods of stakeholder engagement.
- Play a leading role in developing new and supporting existing strategies that enhance student experiences in all lessons and promotes positive learning attitudes to school; especially the hardest to reach, using key pedagogical research.
- Analysing and utilising of quality assurance data to identify trends and target successful, research based, intervention and support to improve student outcomes.
- Successfully line manage allocated subjects and leaders.
- Coaching and mentoring staff in order to develop their pedagogical skills and knowledge.
- Monitoring, observing and evaluating lessons and teaching and learning standards.

- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Lead on development and successful implementation of the school's Magpies Programme to identify best practice from across other schools and sectors, ensuring links to strategic priorities of the school.
- Promote an environment characterised by outstanding teaching for learning where pupils take pride in their learning journey, and respond positively to the high standards expected of them.
- Support the development and implementation of an innovative, comprehensive and appropriate curriculum to meet statutory requirements and have regard to the needs, experience, interests and aptitudes of our pupils, providing the opportunity for a rich and compelling education for all.
- Play a leading role in safeguarding and promoting the health, safety and welfare of pupils providing a secure and inclusive climate where all pupils feel safe, valued and secure.
- Play a leading role in the monitoring of academic progress of pupils, identification of gaps in achievement and work with SLT to implement appropriate interventions.
- Manage finance and resources astutely to maximise their use and value, including effective budgeting, applying resources to deliver the curriculum and needs of the school and ensuring accountability for public funding.
- Develop and sustain effective relationships with the Local Governing Body and produce high quality reports to ensure effective governance of the school.

Strategic direction and development of the school

- As part of the Senior Leadership Team, provide inspiring, creative and purposeful leadership for the staff and pupils/students.
- To co-create and implement a School Development Plan which will secure continuous school improvement and support the principles of the Minerva Learning Trust.
- To monitor and evaluate the performance of selected areas of the school and respond and report to the Headteacher, and the governing body as required.
- To lead on developing selected policies and practices and ensure that they take account of national, local and academy requirements and apply sound educational practice through evidence-based pedagogy.
- To regularly monitor, evaluate and review the impact of selected policies, priorities and targets and take action if necessary.
- To inspire all those involved in the school to commit to its aims, stay motivated to achieve them and involved in meeting long, medium and short-term objectives to secure the educational success of the academy.
- Commit to your own professional development and proactively identify opportunities.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure.

Teaching and learning

- As part of the Senior Leadership Team, continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attendance.
- Determine, organise, implement and monitor selected areas of the curriculum and its assessment and ensure that statutory requirements are met.
- Meticulously plan and teach engaging, and challenging lessons, to exemplify high standards of teaching and learning.

- Exemplify excellent practice in delivering inclusion, diversity and equality of access.

Leading and managing staff

- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- Promote and monitor the continuing professional development of staff.
- Hold selected staff to account for their professional conduct and practice, as specified in the Terms and Conditions of Service of teachers.
- Undertake line management of and have professional responsibility for staff as allocated in accordance with the responsibilities of the post.
- Performance development reviews of allocated middle leaders and staff, including carrying out appraisals, providing professional development opportunities and holding staff to account.
- Develop and sustain effective relationships with the Local Governing Body, and the Chair of Governors in particular.

Efficient and effective deployment of staff and resources

- As part of the Senior Leadership Team, recruit, retain, deploy and develop staff of the highest quality.
- Monitor appropriate expenditure, allocation of funds/resources and effective administration for selected areas of responsibility in order to improve the quality of education, pupils' achievements and ensure efficiency and secure value for money.

Accountability

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in selected areas in a form appropriate to the range of audiences, including the Headteacher, governors, parents, OFSTED and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.

Carry out any such duties as may be reasonably required by the Headteacher.

Safeguarding

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

Other Specific Duties

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.

- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

General

- To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 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 Chief Executive Officer and Local Governing Body.
- This job description will be kept under review and may be amended at any time via consultation with the individual, Chief Executive Officer and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Please refer to the National Standards of Excellence for Headteacher (next page) which the Trust believes are applicable to all senior leaders in our schools.

The National Standards of Excellence for Headteachers

The National Standards of Excellence for Headteachers are set out in four 'Excellence as Standard' domains:

- Quality and knowledge.
- Pupils and staff.
- Systems and process.
- The self-improving school system.

Within each domain there are six key characteristics expected of you as Deputy Headteacher.

DOMAIN ONE – QUALITIES AND KNOWLEDGE

Our Deputy Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils of the school.	3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on your scholarship, expertise and skills, and that of those around you.	5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy in the school's context.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the pupils and staff, and towards parents, Governors, and members of the local community.	4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.	6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

DOMAIN TWO – PUPILS AND STAFF

Our Deputy Headteacher will:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence in the standard, leading to clear succession planning.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	6. Hold all staff to account for their professional conduct and practice.

DOMAIN THREE – SYSTEMS AND PROCESSES

Our Deputy Headteacher will:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.	5. Exercise strategic, curriculum-led financial planning to ensure equitable deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold you to account for pupils, staff and financial performance.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

DOMAIN FOUR – THE SELF-IMPROVING SCHOOL SYSTEM

Our Deputy Headteacher will:

1. Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for pupils.	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	4. Shape the current and future quality of the teaching professional through high quality training and sustained professional development for all staff.	6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Deputy Headteacher – Quality of Education

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND EXPERIENCE	
Graduate with Qualified Teacher Status.	AF
Evidence of leadership preparation through Continuous Professional Development.	AF
Experience of secondary school(s) as a Senior Leader.	AF
Experience of having secured on-going student progress through own teaching.	AF
Direct experience of: <ul style="list-style-type: none"> Motivating, inspiring and leading a dedicated and highly professional staff. Safeguarding and promoting the welfare and wellbeing of all students. School strategic development planning and self-evaluation. Raising standards in learning and teaching and improving outcomes. Developing and delivering effective and impactful quality assurance processes. Recruiting and developing skilled, effective teams through the school. Coaching and developing others. Effective change management. 	AF/I/R
Development of effective and sustainable relationships, respect and credibility, working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations.	AF/R
Experience of effective management of people and financial resources.	AF
Understanding the Ofsted framework.	AF/I/R/AA
QUALITIES AND KNOWLEDGE	
Having vision and ambition with the ability to implement it strategically.	AF/I/R
Able to build and communicate a coherent vision of excellence and equality, empowering all pupils and staff to contribute and achieve their full potential.	AF/I
Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on pupils' attainment, behaviour and attitudes.	AF/R
Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development and sustained school improvement.	AF/I/R
Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.	AF/I/AA

Political insight and knowledge of national trends that could impact upon both the school and the Minerva Learning Trust.	AF/I/R
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development.	AF/R
Willingness to actively participate in professional learning.	AF
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.	AF/I
PUPILS AND STAFF	
Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential.	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example.	AF/I
Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes.	AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all pupils.	AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor and under performance across the school.	AF/I/R
Commitment to and ability to implement an ethos of the highest standards of pupil behaviour, standards and welfare.	AF/I
SYSTEMS AND PROCESS	
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources in order to maximise the achievement of all pupils.	AF/I
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff.	AF/I
Ability to develop and maintain effective relationships with the Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities.	AF/I
Effective people management capabilities, including understanding of the role of Appraisal and Performance Management in staff development and school improvement.	AF/I
SELF-IMPROVING SCHOOL SYSTEM	
An understanding of, and sensitivity to, the needs of all members of the school and wider community.	AF/I
The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social and cultural development of pupils.	AF/I
Ability to engage the school community in systematic and rigorous self-evaluation, combining the outcomes of this with external evaluations to support the continuous development of the school.	AF/I
Commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the school and its stakeholders.	AF/I
SKILLS	
Capacity to motivate, inspire and challenge young people.	AF/I/R
Ability to communicate a vision and inspire others.	AF/I
Celebrate excellence and challenge poor performance.	AF/I

Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students.	AF/I
Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s.	AF/I
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents.	AF/I
Ability to build positive relationships with colleagues, students and parents.	AF/I
Ability to prioritise, plan and organise themselves and others, using time effectively.	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students.	AF/I
Ability to teach Key Stage 3 and 4.	AF
QUALITIES AND ATTRIBUTES	
Passionate about education, inclusion and success for all, leading by example with optimism, empathy and integrity to inspire, motivation and generate trust in others.	I
Highly effective and creative communicator (oral and written).	I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners.	I
Ambitious, driven and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence and recognise and deal effectively with poor performance.	I
Ability to generate commitment and develop strong teams to manage change effectively.	I/R
Have a visible and positive presence around school.	I
Ability to work under pressure and prioritise effectively.	I/R
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to Eve Allen, HR and Payroll Assistant – recruitment@minervalearningtrust.co.uk.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@minervalearningtrust.co.uk by the closing date.

Section 8: Visitors to Netherthorpe School

Approaching from the North

By Car (Via M1)

Visitors should leave the M1 at junction 30 and follow the signs for Chesterfield taking the A616 exit. At the roundabout take the 4th exit onto Chesterfield Rd/A619. Continue to follow A619. Continue to follow the road straight until you reach Ralph Road. Turn left onto Ralph Road. Turn left into Netherthorpe school

By Car (Via Chesterfield town Centre)

Head South on Spa lane toward Hollis Lane/A632. Turn right onto Hollis Lane/A632. At the roundabout, take the 4th exit and stay on Hollis lane/A632. Slight left to merge onto Rother Way/A61 toward Sheffield/Worksop/A619/Sheepbridge/Chesterfield/Trading Est. At Brimington Roundabout, take the 4th exit onto Chesterfield Road/A619. Continue to follow A619. Turn left onto High Street/A619. Continue to follow A619. At the roundabout take the 2nd exit onto Market Street/A619. Go through 1 roundabout. At the roundabout, take the 3rd exit onto Lowgates/A619. Turn right onto Ralph Road, then straight left

By Bus

The 77a, 77, 74a, 74 services run near Netherthorpe school

By Train

Trains arrive regularly into Chesterfield station and then Netherthorpe school can be accessed by bus as above or taxi.