

part of the



A specialist provision for students with Social, Emotional and Mental Health needs, with a specific focus on mental health difficulties.

DEPUTY HEADTEACHER

RECRUITMENT PACK

Salary L7 – 13

£49,019 - £56,721

The Axis Academy

Lodgefields Drive

Crewe

Cheshire

CW2 8TU

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For further information or to request a meeting or telephone call with the Headteacher email - admin@theaxisacademy.org

Dear Applicant

Thank you for your interest in the Deputy Headteacher vacancy.

We are looking to appoint highly motivated Deputy Headteacher with the vision and experience to play a pivotal leadership role. This is a truly unique opportunity for an ambitious, inspirational and talented practitioner and leader to support the Headteacher in continuing our outstanding work; setting up new and creative ways of working within the Trust, Local Authority and wider contexts of education.

Reporting directly to the Headteacher, the Deputy Headteacher will have various responsibilities, including but not limited to, monitoring and supporting teaching and learning and developing positive behaviour for learning across the school, safeguarding students and evaluating whole school data.

The role will demand an individual who is capable of leading and inspiring others to develop new initiatives and drive a culture of collaboration and high standards across the whole school. The successful candidate will show the ambition to lead various initiatives within the curriculum, focusing on both academic and personal and social development.

The Axis Academy is fast becoming a beacon of outstanding practice in SEMH specialist provision. You will have the opportunity to grow with the school and truly make a difference to the most vulnerable young people in society.

If you feel that The Axis Academy may be the right place for you, I hope you will consider applying for the post.

I will be more than happy to have an informal conversation if you have any further questions please do not hesitate to get in touch.

I look forward to hearing from you.

Yours sincerely

Helen Phillips

Director of Education

The Axis Academy Deputy Headteacher Recruitment and Selection Process

1. You are asked to complete the Youth Engagement Schools Trust application form (available on the School and Trust websites)
2. You are asked to include as part of, or separate from the application form, a letter of application that addresses the items listed on the application form on the attached Person Specification & Assessment Criteria. Please keep this letter as brief (maximum 2 pages) and to the point as possible. CVs will not be accepted, so please do not send in, or refer to one.
3. You are asked to return your application form & letter of application by email to:

admin@theaxisacademy.org

The deadline for applications is:

|  |  |
| --- | --- |
| Time Line for Assessment and Selection Process | |
| Advertising window | 24/09/2021 |
| Closing date for applications | 22/10/2021 |
| Opportunity for informal discussions with Headteacher / Director of Education | On request |
| Shortlisting of candidates for interview days | 22/10/2021 |
| Interview | w/c 25/10/2021 |

**The Axis Academy Educational Vision**

Vision and Background

#### The Axis team are passionate about providing opportunities for those students currently out of education or those who are not coping within the mainstream setting. Our aim is to work consistently to provide excellence for every student. With a highly-trained, specialised team, we support each student’s individual needs, particularly focusing on those students with mental-health issues, needing a safe, but aspirational, environment to recapture an often lost passion for learning and creativity.

#### To deliver the vision the Deputy Headteacher will work in collaboration with the Headteacher focusing on three key themes.

#### Re-engagement and raising aspiration

* + A whole education, recognising that essential pre-cursors to academic success are personal development, independent living and decision-making skills and discovering meaningful interests and goals.
  + A personalised curriculum including specific engagement activities based on the interests of each individual learner.
  + Positive and trusted adult role models in the form of Learning Mentors and qualified teachers recruited for their enthusiasm for working with disconnected young people and their ability to understand and adapt, in order to meet the needs of the students.
  + Opportunities to develop behavioural, emotional and social skills through an individualised programme of sports and/or outdoor education.

#### Unlocking every child’s potential

* The curriculum will determine the knowledge and skills students will learn at each stage. It is planned efficiently to delivery especially lesion where students make outstanding progress, and are able to relate their learning to the wider world.
* Individualised learning programmes, based on the interests and skills of the students and which draw upon the diverse range of pastoral, vocational, engagement and personal and social development activities.
* Small groups of students (max 1:8) with capability to offer 1 to 1 student support.
* Practical application of English and Maths to develop skills that prepare for accreditation and work towards independence and social integration.

#### Recognising and celebrating achievement

* Positive learning environments with praise for success and recognition of achievement.
* Regular liaison with parents and carers to involve them fully in the education of their children including weekly progress telephone calls.
* Celebration of success through: weekly celebrations with learners and staff, rewards for targeted elements and high profile annual celebration events.
* Relevant vocational learning that broadens the curriculum offer to Students providing the opportunity to support their classroom learning by gaining practical skills, ultimately allowing them to achieve recognised qualifications.

**Deputy Headteacher Job Description**

Key Priorities

* Support the strategic vision and direction of the academy
* Provide strategic leadership and management to staff within the academy
* Support with securing and sustaining effective teaching and learning throughout the school
* Undertake Performance Management & Line Management responsibilities for a group of teachers and other staff in the school
* Deploy staff and resources efficiently and effectively to meet specific objectives in line with school’s strategic plans.
* Ensure effective pastoral care and behaviour support throughout the school
* To be responsible for the day to day leadership and management when the Headteacher is not in the Academy

Teaching and Learning

The Deputy Headteacher of The Axis Academy will help secure and sustain effective teaching and learning throughout the Academy, monitor and evaluate the quality of teaching and standards of students’ achievement, and use benchmarks to track set targets for improvements. He/she will:

* Contribute to the teaching of a subject throughout the school as and when required
* Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
* Help organise the curriculum and its assessment; work with the Headteacher to monitor and evaluate it in order to identify areas for improvement
* Ensure that the curriculum and assessments meet National Curriculum requirements
* Ensure that improvements in literacy, numeracy and information technology are priority targets for all Students

Leading and Managing Staff

The Deputy Headteacher of The Axis Academy will motivate, support, challenge and develop staff to help secure improvement. He/she will:

* Maximise the contribution of staff to improving the quality of education provided and the standards achieved and ensure that constructive working relationships are formed between staff and students in The Axis Academy
* Ensure that equal opportunities and inclusion policies are reflected in practice
* Work with the Headteacher to implement and sustain effective systems for the management of staff performance, incorporating appraisal, threshold and targets for teachers, including targets relating to professional practice and students’ progress and achievement
* Specifically motivate and enable all staff in The Axis Academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs
* Lead, support and co-ordinate the provision of high quality professional development
* Sustain your own motivation and that of other staff
* Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers

Partnership Working

* Support in establishing a culture and curriculum which fulfils the aims and requirements of the wider community as set out in the vision
* Seek opportunities to invite parents and carers, community figures, businesses and other organisations into The Axis Academy to enrich student experience and to promote The Axis Academy’s value to the wider community
* Collaborate with local schools, the local authority and other agencies to promote the academic spiritual, moral, social, emotional and cultural well-being of Students and their families
* Represent The Axis Academy at relevant meetings, as and when required

Health and Safety / Child Protection

* To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that members of the staff take reasonable care for the health and safety of themselves and others
* To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
* To promote the safety and well-being of students and staff
* To ensure good order and discipline of students and staff

**DEPUTY HEADTEACHER**

**The Axis Academy**

**A****ccountable to: Headteacher**

PERSON SPECIFICATION

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Evidence** |
| **Qualifications/**  **Education** | * Qualified Teacher Status * A degree or equivalent * Evidence of further professional development | * Recognised qualification in   + Leadership   + Behaviour   + Teaching and learning or curriculum   + SEMH   + NPQSL / NPQH * Literacy Specialism | * Application/Interview/   Certificate |
| **Experience** | As Leader:   * Leading and Managing a team or department * Minimum of 3 years School Leadership experience (heads of department / year also considered) * Working alongside other school and professional to ensure robust moderation and sharing of good practice. * Raising standards of literacy and numeracy in tandem with other staff by implementing appropriate intervention. * Using class support strategies and monitoring the impact. * Managing and deploying staff * Analysis of data for impact and to target support areas. * Rigorous tracking providing detailed and accurate information to underpin and ensure a planned programme of professional development for all staff to ensure they meet the needs of individual students * Inspiring staff to promote a love of learning to all students including those who struggle with formal education | * Involved in the implementation of the new National Curriculum * Experience of leading Personal, Social Development (PSD) projects * Experience of leading Literacy across the whole school. * Experience of leading outstanding teaching and learning provision and policy across the school. * Experience supporting students who suffer with SEMH. | * Application / Interview/   Reference |
| **Teaching Experience** | Proven ability to:   * Set high expectation which inspire, motivate and challenge students * Promote good progress and outcomes by students * Demonstrate good subject and curriculum knowledge * Plan and teach well-structured lessons * Adapt teaching to respond to the strengths and needs of all students * Make accurate and productive use of assessment * Manage behaviour effectively to ensure a good and safe learning environment * Fulfil wider professional responsibilities * Communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies. * Commitment to school-wide focus on student attainment | * Evidence of having led whole school learning and teach strategy and policy. * Demonstration of high expectations * Success with students who are below expected levels | * Application/ Interview/   References |
| **Professional /Personal Skills** | Proven ability to:   * Demonstrate and lead on outstanding classroom practice * Use assessment effectively to inform student’s progress and to analyse data to help the target setting process * Generate enthusiasm for new ideas in both Students and staff * Inspire others with confidence * Communicate effectively to groups and individuals, orally and in writing * Resolve conflict through active listening and negotiation * Demonstrate a flexible approach and a willingness to listen to others * Provide advice and guidance to parents and carers in a positive and clear manner * Remain calm when working under pressure   Evidence of:   * Successful multi-agency and partnership working * Training and understanding of child protection | * Coaching and/or mentoring * Able to effectively resolve personnel issues | * Application/ Interview/   References |
| **Leadership and Management** | * Evidence of successful experience in a middle or senior leadership and management role * Evidence of successful experience in developing initiatives and managing change * Evidence of effective contribution to the School Development Plan * Evidence of effective delegation to staff and effective follow-up to ensure tasks are complete to a high standard * Ability to analyse situations, prioritise and help to implement realistic solutions * Ability to establish and develop good relationships with all involved in the school. Commitment to the school’s wider community. | * Proven ability in leading a staff team * Experience of recruiting and inducting staff. * Effective liaison with Governors and a good understanding of their role | * Application/ Interview/   References |
| **Knowledge and understanding** | * Demonstrate a good level and understanding of ICT * Knowledge of how to deal with safeguarding issues in school. * Knowledge of OFSTED Framework * Thorough knowledge of current educational issues, including SEN legislation, guidance, code of practice and developments * Awareness of current developments in education and the implications of these * Understanding the planning of the National Curriculum and its application in a school, including assessment, recording and reporting * Know how to use a school’s data to identify strengths and areas of development * Understand how to plan appropriate interventions. * Behaviour management techniques for groups and individuals * Know how to develop effective rapport with Students, this being based on high expectations and establish a purposeful learning environment | * Knowledge and experience of current good practice and development in special education provision * Knowledge of successful practice in teaching hard to reach students. * Knowledge of how to promote independence for young people with complex needs * Behaviour Management training * Mental Health Awareness or other Mental Health training | * Application/ Interview/   References |
| **Shaping the Future /Philosophy** | * Demonstrate and communicate clear vision * Expectation of high achievement of all students * Evidence and understanding and commitment to equality of opportunity * Respect for students’ individual difference * Commitment to parental partnership in education and developing links between school, home and the community |  | * Application / Interview |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Evidence** |
| **Developing Self and Working with Others** | * Excellent interpersonal skills * Commitment to one’s own continuing professional development * Ability to as part of a team * Ability to make and take decisions and set priorities * Able to gain and maintain the confidence and respect of colleagues, Students, parents and multi professionals * An ability to work in partnership with those agencies that work with the school * Commitment * Have energy and perseverance * Be confident and enthusiastic * Be reliable and have integrity | * Evidence of leading CPD for staff, Governors and Parents | * Application / Interview/   References |
| **Securing Accountability** | * Application of the need to delegate responsibility with accountability for area of responsibility * Communicate to staff teams effectively |  | * Application /Interview   /References |
| **Strengthening Community** | * An ability to establish and maintain positive partnerships with parents, students and communities * Awareness of the need to develop a school culture responsive to the nature of the school’s communities | * Work in the wider community. * Prepare to contribute to the school in a variety of different ways | * Application / Interview * Application / Interview |
| **Other Requirements** | * Positive recommendation from present employer * Satisfactory attendance record |  | * Letter * Reference |

**The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application**.

**The Youth Engagement Schools Trust (YES TRUST) Safer Recruitment Policy Statement**

The safe recruitment of staff in YES Trust is the first step in the effective safeguarding and promoting the welfare of our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within the YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the YES Trust.

The following pre-employment checks will be required:

* receipt of at least two satisfactory references as well as verification of the candidate’s identity and a satisfactory Enhanced DBS check
* verification of the candidate’s medical fitness
* verification of qualifications
* verification of professional status where required e.g. QTS status (unless properly exempted)
* the production of evidence of the right to work in the UK
* for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The YES Trust’s Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. This YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling and security of Disclosure information.

A copy of the YES Trust’s draft Safer Recruitment Policy & Procedures is available on request.

**Note re: School holidays**

Before applying, please be aware that The Axis Academy adopts a slightly different holiday calendar to other schools. Each half term is approximately six weeks in duration with two week breaks in between. This will mean that summer break will be approximately 4 weeks in duration. For further clarification please contact The Headteacher.