



 newcollaborative
Learning Trust

Opening doors to a
brighter future

Deputy Headteacher

Wingfield Academy

Introduction

We are delighted to announce that we currently have an exciting opportunity for an ambitious and talented individual to join New Collaborative Learning Trust (NCLT) as the Deputy Headteacher of Wingfield Academy.

Wingfield academy has become an oversubscribed and high performing secondary school, placing it as one of the highest performing schools in Rotherham and in the top 5% nationally for progress. Wingfield has also been named a national lead school as part of the DfE's behaviour hub programme. We believe our close-knit community provides the optimum conditions for academic success and outstanding pastoral care because we know every child. Our dedicated and ambitious staff go the extra mile to make a quantifiable and powerful contribution to social mobility.

NCLT has a dynamic, positive and supportive culture for staff and students, with an enviable reputation for staff career progression and development. You will join a focused and driven team, committed to providing the highest standards of education and service.

The Trust currently comprises of three 16-19 Colleges, three Secondary school and three Primary Schools.

NCLT is a relatively young MAT which has grown significantly over the last four years. In an organisation which normally relies on promotion from within, this new post represents an exciting opportunity for an ambitious and talented individual to join NCLT as a member of Wingfield Academy's senior leadership team. In 2023, NCLT won both Employer of the Year (MAT Excellence Awards) and became the National Centre for Diversity's FE Provider of the Year, cementing its position as one of the best employers in the Yorkshire and Humberside region.

Job Description

Responsible to: Headteacher

Based at: Wingfield Academy

Paid On: School Leadership Pay Scale points L18 – L22

Overall Purpose of the Post

You will be responsible for the strategic leadership of curriculum, teaching, learning and professional development across the school, working in partnership with other key post holders across the Trust.

Improving Student Outcomes

- Provide strategic leadership that enables all students to make at least good progress and places the academy in the top 5% of schools nationally for progress and attainment.

- Identify trends in standards and achievement, advising the headteacher on strategies for improvement.
- Lead regular progress discussions with all teaching staff following progress updates.
- Lead regular Raising Achievement Groups with the assistant headteacher to identify gaps in student achievement and identify suitable interventions.
- Identify underachieving cohorts and timely interventions to close the achievement gap, ensuring no child is left behind.
- Formulate effective strategies to support subject areas where there is underachievement, utilising the expertise and best practice of leading departments
- Analyse and provide succinct reports on the outcomes of public or school examinations, KS2 data, IDSR and internal progress updates to the headteacher, governors and other stakeholders.
- Lead on data collection, student management information and data output, including the school census, ensuring it is fit for purpose.
- Together with the Headteacher and Chief Operating Officer (COO) set challenging yet achievable whole academy targets / expectations at KS3 and KS4, ensuring these are shared with all stakeholders.
- Working alongside the COO, develop the whole school approach in the use of data: input, output (e.g. Power BI), tracking and monitoring.
- Create a timetable which supports the curriculum offer and maximises the efficient and effective use of student time, when subjects have been completed during the examination series, in support of curriculum area interventions for GCSE basket three subjects.
- Alongside the assistant head teacher, lead weekly middle leadership meetings ensuring consistency of practice and effective execution of their roles and responsibilities, specifically delivering outstanding outcomes and quality teaching and learning.
- Provide direct line management of Assistant head teacher KS4.

Curriculum and Assessment

- Set and deliver the vision for the intent and implementation of an inclusive and equitable curriculum, irrelevant of a students' social disadvantage, which takes into account the unique needs and qualities of every young person, supporting them to grow in character, resilience and confidence.
- Oversee the construction and efficiency of the teaching timetable.
- Ensure the design of the subject curriculum meets the assessment objectives set by relevant exam boards, to maximise outcomes for young people.
- Have strategic oversight of the academy's approach to QA of assessment, recording (progress updates) and examinations (although this is the direct responsibility of the Assistant Headteacher):
 - Develop formative and summative assessment practices within the classroom and be responsible for the assessment policy.
 - Co-ordinate the schedule for formal assessment across all year groups including mock exams.
 - Lead the timetabling of all examination series including Mocks and controlled assessment submission deadlines to ensure full Joint Council for Qualifications compliance.
 - Ensure the academy meets the statutory requirements for reporting to parents and reports are timely and fit for purpose.
 - Facilitate timely parents' evenings, ensuring engagement from all parents.

Improving the Quality of Teaching and Learning

- Develop a distinctive teaching and learning continuum model for secondary teaching that codifies 'teaching excellence'.

- Devise accessible professional development materials that sit alongside the Teaching Learning Excellence model to ensure colleagues have easy access to relevant support.
- Co-produce a robust improvement plan, the impact of which will be measured against clear Key Performance indicators relating to teacher excellence and improvement. (Implementation will mean colleagues should consider how they communicate their strategy with a range of stakeholders, harness the leadership of others and rely upon rigorous accountability mechanisms to ensure effective implementation and 100% compliance.)
- Be custodians of the Teaching Learning Excellence model and consistently promote outstanding teaching and learning in the academy, including ensuring that their own lessons consistently model best practice.
- Advise on best practice in marking, methods of assessment and constructive feedback to develop individual and school practice.
- Help create a climate in which teachers are motivated and encouraged to develop their professional practice.
- Share good practice and develop a learning culture amongst all professionals.
- Be co-responsible for the collation and sharing of evidence informed practice across the academy, including chairing the academy teaching and learning team and publishing a termly 'sharing good practice' journal.

Professional Development

- Design, implement and maintain a teacher improvement strategy that meets the needs of the general staff body whilst also recognising the need for more bespoke individual support where necessary. This programme should also ensure alignment to middle leadership development and their responsibility for Monitoring the quality of teaching and learning.
- Schedule, plan and deliver or facilitate the delivery, of all professional development activities that support teacher expertise informed by the TLE model including briefings, inset days, and twilights meetings across the academy and, in some cases, in conjunction with the wider trust.
- Ensure that staff have the skills to make full use of classroom visualisers.
- Be responsible and accountable for half termly TLE learning walks and other monitoring activities that measure the effectiveness of the TLE delivery model. This will include, providing a robust monitoring schedule, giving feedback to colleagues and next steps for improvement, whilst informing TLE colleagues of the impact of CPD delivered in order to make necessary amendments.
- Keeping a record of all monitoring activities to inform individual teacher placements on the TLE continuum and associated training requirements.
- Devising in agreement with the headteacher, a targeted support and intervention plan for identified colleagues for whom the generic programme does not bring about rapid improvement. Such plans will identify clear objectives, actions and support to ensure rapid improvements are demonstrated.
- Develop a coaching programme which supports the development of colleagues according to defined pathways (early career teacher, middle leadership, returning to work after a period of absence, voluntary entry, targeted support and intervention). This will include:
 - Researching and devising the academy's coaching model.
 - Identifying and leading continued training for the academy's coaches.
 - Quality assuring all coaching processes.
 - Monitoring impact of all coaching programmes and liaising with middle leaders / SLT links to ensure necessary steps are taken to bring about rapid improvement.

Core Senior Leadership Standards

Shaping the Future: Providing Strategic Direction

- Make a significant and notable contribution to the strategic development of the academy as well as taking personal responsibility for the monitoring and successful completion of the strategic plan and playing a leading role in it.
- Actively support, as well as strategically develop and maintain, academy policies and practices that promote high expectations, high achievement and inclusion through effective teaching, learning and behaviour strategies.
- Energetically support the leadership of an agenda of significant change, to raise standards and outcomes in all areas of academy life as it moves to become outstanding.
- Work at the direction of, and in conjunction with, the headteacher to translate the vision into agreed priorities, action plans and demanding key performance indicators and targets aimed at maximising every student's personal progress and achievement, whilst promoting ongoing school improvement.
- With the headteacher, ensure that plans resulting from the strategic direction agreed for the school are rigorously evaluated and result in courses of action that are competently implemented and thoroughly embedded to effectively evidence impact.
- Work with the headteacher to develop and sustain a challenging and clearly articulated vision for the academy, which sets high standards for all students, and which is understood, shared and acted upon effectively by students, staff and the Trust Board.
- Demonstrate the mission and values of Dinnington High School in everyday work and practice. To motivate and work with others to create a shared culture and positive climate.
- Actively engage and forge supportive partnerships with all stakeholders including parents, members of the Trust Board, learning community partnership schools, other secondary schools and colleges, business and community partners, and the wider community as appropriate, in line with academy's strategic objectives.
- Maintain an agenda of high standards that is 'child centred, progress focused', and to do so without complacency or compromise.
- Ensure the sustained raising of aspiration, achievement and attainment is met through an inclusive, nurturing and innovative lifelong education environment.

Providing the Quality of Education

- Be a visible presence and high-profile member of the academy's senior leadership team, modelling the highest professional standards and supporting all staff to maintain an environment that allows students to grow and thrive.
- Ensure the quality of educational provision, including a broad and balanced curriculum and inspiring teaching and assessment that is fit for purpose, providing memorable learning experiences that prepare students for the next stage of life.
- Deliver an inclusive and equitable curriculum, irrelevant of students' social disadvantage, which takes into account the unique needs and qualities of every young person, supporting them to grow in character, resilience and confidence.
- Promote the spiritual, moral, social, cultural, mental and physical development of students, and prepare them for the opportunities, responsibilities and experiences of later life.
- Have high expectations for behaviour and establish clear and consistent routines to ensure a calm and orderly environment where students' exemplary behaviour allows them to thrive.
- Promote and secure good and outstanding teaching, effective learning, high standards of achievement, and good behaviour and discipline which enable teachers to meet their professional standards.
- Undertake a teaching commitment and model outstanding classroom practice.
- Actively seek opportunities to collaborate with other academies, innovative and high achieving schools in and beyond the locality, to share and develop excellent pedagogies.

Securing Accountability

- Ensure personal leadership provides a strong sense of direction and is relentless in its pursuit to improve the quality of education and experience for all students.
- Set high standards as a leader, modelling at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
- Work actively with other members of the academy leadership team in monitoring the performance of both professional and co-professional staff in line with the academy's appraisal policies, strategies and practices.
- Work with the Trust Board and the headteacher, providing robust updates against key performance indicators and objective advice and support to enable both to meet their responsibilities.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation.
- Develop and present a coherent, understandable and accurate account of the academy's performance in relation to specific area of responsibility to a range of audiences including Trustees, parents and carers.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

Developing Self and Working with Others

- Motivate, inspire and enable all staff to carry out their respective roles to the highest standard.
- Ensure a high standard of professional development for all staff and for self, taking into account needs identified through the appraisal process, latest educational thinking and research, along with workload and staff wellbeing.
- Develop a culture of responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with the academy appraisal and capability policies and procedures.
- Build a collaborative professional learning culture within the academy.
- In conjunction with the headteacher, endeavour to recruit and retain ambitious, hardworking and well qualified staff.
- Develop and maintain effective strategies and procedures for staff induction.
- Reflect on personal performance and contributions made to academy achievements, whilst taking account of feedback from others in order to improve practice.
- Help ensure a safe working and learning environment through the application of appropriate risk assessment and adherence to current Health and Safety regulations, utilising the academy's line management system and in collaboration with appropriate staff.
- Treat everyone within the academy fairly and equitably.

Strengthening the Community

- Create and maintain a trusting partnership with parents and carers that will actively and positively improve students' achievement and educational experience.
- Seek opportunities to invite parents and carers, community figures, and those from the wider community, business or other organisations into the academy to enhance and enrich the academy and its value to the wider community.
- Seek opportunities to positively promote the academy on a variety of social media networks or through the local press.
- Be present at events/activities where representation of academy staff is required as directed by the headteacher.

Other Duties

- The post holder will be subject to appraisal objectives agreed annually.

- The post holder is expected to carry out such other duties as may reasonably be assigned by the headteacher.
- The post holder will take on any whole school initiative or responsibility that the headteacher may direct.
- The post holder will deputise in the absence of the headteacher.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
- The post holder will conduct daily duties during instructed times, as instructed by the headteacher.
- The post holder will attend weekly senior leadership team meetings.
- The post holder will attend any activity out of school time as directed by the headteacher.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust's vision and strategic objectives and to demonstrate its values through their behaviour.

Person Specification

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Experience as a senior leader of a secondary school • Ongoing engagement on leadership development • Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for students, staff and governors • Track record of delivering and sustaining progressive improvements in areas of responsibility • Experience of implementing a successful school-wide strategy • Evidence of successful management of data provision • Experience on leading on behaviour • Experience of successful and robust staff management 	<ul style="list-style-type: none"> • Experience working in a multi-academy trust environment
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Qualified to degree level 	
Teaching and Learning	<ul style="list-style-type: none"> • Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential 	

	<ul style="list-style-type: none"> • Ability to develop effective relationships with students and staff • Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively, to achieve desirable outcomes • Strong ability to present to a wide range of audiences • Excellent ability to make well judged decisions based upon accurate analysis and interpretation of appropriate data or information • High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities • Strong resilience to operate in a challenging environment • Readiness to seek and respond to advice and guidance • Excellent collaborative working skills to perform effectively as part of the wider leadership team • Expert and robust people management and leadership skills; to lead by example • Determination to promote equality of opportunity throughout all aspects of academy life • Ability to set, expect and monitor excellent standards • Strong ability and drive to achieve challenging personal and organisational goals 	
<p>Personal Skills and Qualities</p>	<ul style="list-style-type: none"> • Detailed knowledge of areas included in the job description • Full knowledge of the current Ofsted Framework • Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets • Knowledge of legislation and best practice in academy management and development • Knowledge of effective technologies to support teaching, learning and management • Up to date knowledge of suspensions and permanent exclusion legislation and processes 	<ul style="list-style-type: none"> • Knowledge and understanding of the role of the Governing Body • Successful experience of working with Governors
<p>Additional Factors</p>	<ul style="list-style-type: none"> • Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice 	



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