



W A T E R T O N
ACADEMY TRUST®



Wrenthorpe Academy

Deputy Headteacher Application Pack

Post title	Deputy Headteacher
Location	Wrenthorpe Academy, Imperial Avenue, Wrenthorpe, Wakefield WF2 0LW
Salary & Grade	Leadership 9 – 14 £57,482 - £65,010
Hours	Full Time Permanent

Waterton Academy Trust and Wrenthorpe Academy are looking to appoint an exceptional leader to the post of Deputy Headteacher. This position plays a critical role in supporting the Headteacher, working alongside a team of committed and talented staff, to ensure that every pupil is successful in their learning.

Wrenthorpe Academy is a popular and successful 1.5 form entry primary school serving the community of Wrenthorpe. The school was inspected by Ofsted in March 2020. Inspectors praised the school's culture for learning and ambitious drive for high standards across the curriculum. 'The pupils at Wrenthorpe Academy are proud of their school. They describe how the school allows them to embrace individuality and value differences. Teachers are ambitious for their pupils and the school does a great deal to develop pupils' character and prepare them for later life.' Ofsted March 2020.

Waterton Academy Trust is a forward-thinking group of 14 partner schools and 4 pre-schools serving Wakefield and Barnsley. The trust's primary goal is to ensure all pupils receive an excellent standard of education. Wrenthorpe Academy joined the trust as an academy convertor in 2017 and staff, governors, pupils and families are very proud to be part of this collaborative group.

We are seeking to appoint a highly motivated, dedicated and inspirational individual - someone who will build on current achievements and the existing positive school culture, whilst offering a compelling and challenging vision for further future success.

We are looking to appoint a Deputy Headteacher who will:

- Be an exemplary and inspirational classroom practitioner with a proven track record of raising standards and developing a culture of excellence.
- Be evidence informed in their approach to all aspects of primary school leadership.
- Be unrelentingly ambitious for the school, its pupils, its staff and the wider community.
- Have experience of leading change, having implemented and embedded sustainable curriculum and/or inclusion projects and having assessed their impact.
- Have experience of mentoring and/or coaching colleagues at different stages in their career.
- Be a strategic thinker with the ability to show resilience.
- Be a champion for inclusion, safeguarding and diversity.

- Be a skilled communicator capable of developing effective professional relationships and creating partnerships as a system leader.
- Be a positive team player who wholeheartedly promotes the values and ethos of the school and Waterton Academy Trust.

In return we can offer:

- Mentorship and support from an experienced and inspirational Headteacher, and the opportunity to work with an active and engaged Governing Body (Academy Standards Committee).
- The opportunity to work alongside a professional, hardworking and motivated team of teachers and support staff committed to developing and raising standards.
- Access to professional development and support from a wide network of colleagues within Waterton Academy Trust, including a team of skilled school improvement professionals. This would include a tailored CPD package designed to support you in your role and in your future career aspirations.
- A firm commitment to your continuing professional development, including opportunities to collaborate and contribute within the trust and the broader education system.
- A positive school community with a strong focus on staff and pupil wellbeing.
- Motivated and engaged pupils who are keen to learn.
- A comprehensive health and wellbeing package, prioritising your physical and mental health through SAS.
- An attractive pension scheme, ensuring your future financial security.
- Access to cycle to work scheme, promoting a healthy and eco-friendly commute.

Next Steps

Interested candidates are strongly encouraged to visit Wrenthorpe Academy to see for yourself the welcoming school environment and meet key staff. To arrange a visit, or for further information, please contact the school office 01924 378001. Visits to school will be conducted by Lauren Penny (Headteacher).

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page of the trust's website www.watertonacademytrust.org

Completed applications should be emailed to sfarrar@watertonacademytrust.org by the closing date below.

Selection Timeline

- **Visits to the school:** Between 29th February and 22nd March
- **Closing Date:** Midday on Monday 8th April 2024
- **Shortlisting:** Tuesday 9th April 2024
- **Interviews:** Wednesday 17th and Thursday 18th April 2024
- **Start Date:** September 2024

As part of the recruitment process, shortlisted candidates will be visited in their own school. The date and precise activities will be agreed in due course.

Dear Applicant

Thank you for your interest in the post of Deputy Headteacher at Wrenthorpe Academy. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for this exciting position.

Our Trust came in to being on the 1st September 2014. Our infant, primary, specialist and preschool sites are currently situated within the Wakefield and Barnsley areas and consist of well over 3500 pupils. To find out more about the work of the trust view [our most recent stakeholder report here](#).

This is an exciting time for all concerned with Wrenthorpe Academy and the trust. The trust has recently broadened its offer, opening more preschools and specialist settings. Our renewed drive for excellence, both at school and trust level will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family. As a key leader in the development of our provision, you will also have the opportunity to work alongside partners from across the trust and the wider system leaders' network.

Given the trust's ambition for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals who will contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.



Yours sincerely,

A handwritten signature in black ink, appearing to be 'Dave Dickinson', written over a thin horizontal line.

Dave Dickinson OBE
Chief Executive Officer

Foreword from the Headteacher

Dear Colleagues,

Thank you for expressing an interest in the role of Deputy Headteacher at Wrenthorpe Academy. On behalf of the children, the staff, the parents and the Governors I would like to offer a very warm welcome. This is an opportunity for an ambitious senior leader to play a leading and dynamic role in the education of children at our thriving school. The Deputy Headteacher will contribute to the quality of education and support and inspire staff and children. The post comes with a .6 class teaching responsibility.



At Wrenthorpe Academy our intention is to enable every pupil to become a successful learner, a confident individual and a responsible citizen. We aim to achieve this by providing a stimulating education which nurtures and develops children, celebrates their achievements and challenges them to aim high and be the best they can be in all that they do.

We strive to provide a curriculum which is:

- ACTIVE
- ENGAGING
- MEANINGFUL
- MEMORABLE

OUR KEY VALUES:

- Where everyone is valued
- Where everyone is learning
- Where everyone is tolerant
- Where everyone aims high

'These positive attitudes and good behaviour support pupils' learning. Pupils enjoy their learning and can speak about the new things they have learned. Parents are very positive about the school and the overwhelming majority would recommend it.' **OFSTED March 2020**

Staff at Wrenthorpe Academy are very well supported and happy to be part of a welcoming and friendly staff team. The Academy is a light, bright and spacious school building and has good communication links to Leeds and Wakefield.

All staff receive regular opportunities to reflect and develop their practise through our programme of continuous professional development. The Trust provides a well-being package and many opportunities for additional learning and development.

If you share our values and vision for excellence, and would thrive on leading a team of aspirational professionals, we would love to meet you and look forward to receiving your application.

Mrs L Penny
Headteacher

- ❖ You get to embrace who you are.
- ❖ We are a community and relationships are very good.
- ❖ Everyone gets involved.
- ❖ We know we are all different, but we value everyone just the same.
- ❖ We never give up.

Feedback from the children

About Our School

Wrenthorpe Academy is a larger than average school and caters for over 300 children in the Wrenthorpe area. The vast majority of our children continue their education at nearby Outwood Grange Academy.



Wrenthorpe has a real sense of community and the school is in the heart of the village. Wrenthorpe Pre-School is on the school site which provides education for children of Nursery age and also offers wrap around care which is very popular with our community of busy working parents.

Wrap Around Provision

Wrenthorpe Academy offers a breakfast and after school club from 7:30am to 6pm alongside holiday club provision.

In order for children to achieve high standards and make good progress throughout their school journey here at Wrenthorpe Academy, we are committed to providing a stimulating and engaging curriculum which extends far beyond the limitations of the classroom:

- We have extensive outdoor areas which include: a school pond, wildlife areas, school allotments and outdoor reading sheds.
- We plan many opportunities for learning beyond the classroom including field trips, class trips and residentials.
- We pride ourselves on the huge range of activities that our teachers provide as part of our wider after school club offer. This enables children to find their passion and to continue to grow and develop as individuals.
- We are also very committed to sport, fitness and well-being. Our PE curriculum is outstanding and children have many opportunities to compete at inter-school level and also as representatives of Wrenthorpe Academy, competing against other schools in the Outwood Grange pyramid.

We work in partnership with parents to ensure that our children develop essential skills and are well prepared for High School.

We aim for children to be aware of what they enjoy, to find their passion and their interests and to be kind, well-rounded individuals. Ultimately, we strive for our children to be compassionate, independent and responsible people who are prepared in every sense to embrace the next stage of their education.

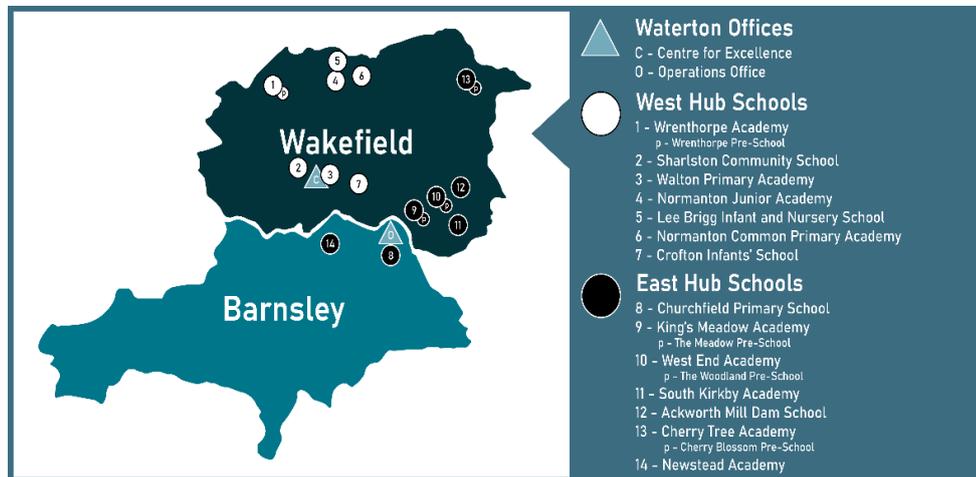


Our staff are really supportive. We work together as a team to bring out the best in every child. I couldn't imagine working anywhere else. It is a pleasure to work at Wrenthorpe Academy.

Class Teacher

About the Trust

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about. We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and contributing to the wider system leaders' network. We encourage colleagues to take up opportunities and engage in projects outside of the trust.



The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between sites within a reasonable time frame. The trust intends to continue to grow within these key partnership areas.

There are currently fourteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.

Governance

The trust model of Governance is based on two Geographical Hubs and is built to ensure scalability and clear lines of communication between all levels of Governance. The Members of Waterton Academy Trust commissioned a review of Governance by the NGA which took place during the academic year 17/18. This was a full 360-degree evaluation of our structures, systems and procedures. The review recommendations led to the restructure of Governance which has now been implemented.



Our Vision, Values and KPIs



- Assemble a collaborative of schools that strive to deliver excellence throughout
- Establish an environment where children enjoy and engage in a rich and relevant curriculum
- Cultivate a culture of high aspiration, regardless of social, economic or cultural background
- Create a community where everyone reaches their full potential and where success truly is a shared experience

- To be trustworthy
- To be tolerant
- To be supportive
- To be courageous



- To be respectful
- To be honest
- To be dedicated
- To be compassionate

- Governance is robust
- Finances are secure
- Reputation is strong
- Employer of choice



- Outcomes are excellent
- Academies are good or better
- Estate is fit for purpose
- Community contributor

Job Description

Title	Deputy Headteacher
Accountable to	Headteacher

The main purpose of the role is to:

- Work with the headteacher to provide strategic leadership and vision that promotes the achievement and wellbeing of the children and the continuing professional development of the staff.
- Provide leadership, development and management of the teaching and learning of all pupils; to take a lead role in the monitoring and evaluation of standards across the whole school and to be a leading professional actively promoting effective teaching and learning practices across the school.
- Network and liaise across the range of colleagues within Waterton Academy Trust, external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, assessment, support, transition and high-quality learning and teaching.
- Take responsibility for child protection issues, as appropriate.
- Deputise in the headteacher's absence. As deputy head teacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the head teacher.

Strategic direction/Shaping the future

- Support the headteacher in:
 - a) Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
 - b) Demonstrating the vision and values of the school in everyday work and practice.
 - c) Motivating and working with others to create a shared culture and positive climate.
- Assist the headteacher in the ongoing and annual review of standards of leadership, and of teaching and learning, in both specific areas of responsibility and across all areas of school provision.
- To further develop current assessment systems so that they monitor progress and attainment of all pupils, in all curriculum areas, including vulnerable groups.
- Develop and implement policies and practices, which reflect the school's commitment to high achievement and are consistent with national and local strategies and policies.
- Promote high expectations for attainment.
- Establish plans for the development and resourcing of specific areas of responsibility where necessary and evaluate progress made and impact.
- Work with outside agencies and stakeholders to inform future action.
- Contribute to the development of effective organisational and administrative systems which support the aims of the school.

Leading Learning and Teaching - development and enhancing the teaching practice of others:

- Work with the headteacher to raise the quality of teaching and learning and pupils' achievement, setting high expectations, monitoring, and evaluating effectiveness of learning outcomes.
- Take responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Provide regular feedback for colleagues in a way that recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.

- Develop whole staff, key stage teams and individuals to enhance performance:
 - a) Undertake coaching and mentoring.
 - b) Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
 - c) Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
- Plan, delegate and evaluate work carried out by teams and individuals.
- Be part of the recruitment and selection process of teaching and support staff.
- Ensure effective strategies and systems within the School Behaviour Policy are in place and implemented to support the needs of individual pupils and promote high standards of behaviour.
- Promote the use of ICT to enhance and extend pupils learning.
- Strategic leadership of the curriculum and curriculum leaders.

Securing Accountability

- Support the governing body in meeting its responsibility to account for the performance of the school.
- Work alongside the headteacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff.
- Use a range of data sources to set realistic, yet challenging, targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes.
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans that encapsulate key school learning strategies.
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

Resource Management

- Work with the headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Work with the headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- Secure and allocate resources to support effective learning and teaching within subject area(s).
- Monitor and control the use of resources and budget according to the school's agreed financial procedures.

Developing Self and Working with Others

- Work with the headteacher to build a professional learning community, which enables others to achieve.
- Support staff, within the whole school, in achieving high standards through effective continuing professional development.
- Implement successful performance management processes with allocated team of staff:
 - a) Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
 - b) Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
 - c) Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
 - d) Develop and maintain a culture of high expectations for self and others.
 - e) Regularly review own practice, set personal targets and take responsibility for own professional development.

Strengthening Community

- Work with the headteacher to engage with the internal and external school community to secure equity and entitlement.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Work collaboratively at both strategic and operational levels with parents and carers, and across multiple agencies, in order to promote the wellbeing of children and families and to ensure pupils meet their full potential.
- Promote positive relationships and collaborate with colleagues across Waterton Academy Trust in order to share expertise and bring positive benefits to all schools.
- Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.

Specific Duties for Deputy Headteacher

- To provide professional leadership and management of areas of the School Development Plan as agreed, on an annual basis, with the headteacher.
- To take an active role in the School Senior Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- To lead the Performance Management of teachers and support staff.
- To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the headteacher/governors who will give full support throughout).
- Be responsible as Designated Lead for Safeguarding of pupils and staff (DSL).
- Be responsible as Inclusion Lead for improving outcomes for SEN and Disadvantaged pupils.
- To ensure the safety, welfare and pastoral care of all pupils.
- To play a full role within the life of the school community, support its ethos and encourage all stakeholders to follow this example.
- Undertake any other duty as specified by the SCPCD.

Duties will vary according to the needs of the school. The specific focus for the Deputy Headteacher's work programme will be negotiated and agreed at the beginning of each performance management cycle. In addition to the above and specified responsibilities, the postholder will carry out any other reasonable duties relevant to the role as determined by the headteacher.

Child Protection

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Personal Specification

Title	Deputy Headteacher
Accountable to	Headteacher

AF: Application Form

I: Interview

CQ: Certificates/Qualifications

R: Reference

OT: Occupational Task

P: Presentation

Qualifications	Essential	Desirable	How Identified
Qualified Teacher Status	X		AF/CQ
First Degree or Equivalent	X		AF/CQ
Evidence of further professional development. For example, NPQSL, NPQH, the National Award for SEN Co-Ordination.		X	AF/CQ/I
Knowledge and Understanding			
Substantial primary teaching experience	X		AF/I/R
Experience of whole school curriculum management or SEND management leading to school improvement	X		AF/I/R
Excellent classroom practitioner	X		AF/I/P
A strong commitment to inclusion with high expectations for all learners	X		AF/T/R/P
Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching and learning and raising standards of attainment and achievement across the school	X		AF/I/R
Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement	X		AF/I/R/P
Good understanding and use of assessment, including target setting and tracking. Evidence of a) Excellent analysis of data, its interpretation and presentation, and b) Knowledge and	X		AF/OT/I/P

understanding of the range of performance data to inform future planning and development			
Understanding of effective techniques and policies for behaviour management	X		AF/OT/I/P
Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes.	X		AF/OT/I/P
A good understanding of the requirements of transition between key stages.		X	AF/I
Leadership and Management			
Senior leadership and management experience	X		AF/I/R/P
A good understanding of whole school issues	X		AF/I/R/OT
Experience of planning for change, development and improvement	X		AF/I/R/P
The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	X		AF/I
Ability to set and meet challenging targets for pupils and the school and to enable others to do this	X		AF/I/R/P
Ability to analyse, prioritise and meet deadlines	X		AF/I/R/P
Experience of conducting staff induction, mentoring and performance management	X		AF/I/R/OT
Experience of whole school self-review and evaluation	X		AF/I/R/OT
Commitment to supporting community/external agencies involvement in school	X		AF/I/OT
Able to demonstrate leadership qualities and people management skills	X		AF/I/R
Able to motivate, promote good relationships and effectively communicate with all stakeholders	X		AF/I/R
Experience of having led whole school initiatives	X		AF/I/R/P
Commitment to safeguarding and promoting the welfare of all	X		AF/I/OT/P
Knowledge of the role of Governors		X	AF/I

Personal Qualities			
Creative, enthusiastic, motivational and proactive, keen to embrace new ideas and challenges	X		AF/I/R/P
Approachable, caring and empathetic	X		AF/R/I
Works well as part of a team	X		AF/I/R
Flexible, listens and is prepared to seek advice and support	X		AF/I
Demonstrates a concern for the pastoral and spiritual welfare of all in the school	X		AF/I/R/OT/ P
Committed to continuing professional development for self and others	X		I/P/R/OT
Committed to active parental involvement	X		AF/I/OT/P
Able to deal sensitively with people and resolve conflict	X		AF/I/OT/P
Commitment to making learning engaging	X		AF/I/R/P

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

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I have worked for Waterton Academy Trust for nearly 7 years and during this time I've watched it grow into something unique and exciting, providing fantastic opportunities for both pupils and staff.

Pam

Chief Operations and Finance Officer





WATERTON

ACADEMY TRUST®



Waterton Academy Trust
The Grove, Walton,
Wakefield,
WF2 6LD