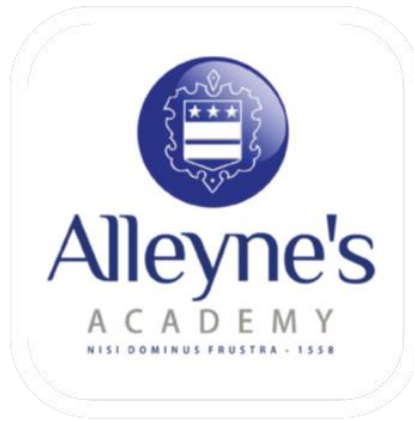




“A Tradition of Caring for Success”

HEADTEACHER RECRUITMENT INFORMATION





Welcome from Chair of Governors

Following the retirement of our Headteacher, Alleyne's Academy is looking for an inspirational new leader to build on our existing strengths, position the school at the heart of the community, and support our students, both pastorally and academically to realise their highest potential.

Alleyne's Academy is a Single Academy Trust High School and Sixth Form in the attractive and growing market town of Stone, Staffordshire which sits on the picturesque Trent & Mersey canal. We have a three-tier school system, with ten First Schools in the town and surrounding villages, and two Middle Schools.

We are fortunate to have an experienced, dedicated staff team committed to providing an outstanding education and we achieve consistently good academic results. In 2022-23 our KS4 attainment 8 was 50.3 with added value of +0.2 which is ninth in the county. Our sixth form students average B- at A Level ranking 2nd for state sixth forms in the county and Distinction- for Applied General.

Our team value the importance of our student personal development and work hard to provide exciting and varied enrichment opportunities. We would encourage you to visit our [website](#) and [Facebook](#) page to see our wonderful community of staff and pupils.

We are proud of our school and are looking for someone special who will share our pride and ambition. This includes :-

- Working with the whole school community to build on our ethos and values to shape the future.
- Building on existing academic strengths to provide an outstanding education for all students.
- Being an ambassador for the school, developing strong relationships to put the school at the heart of the community.
- Having the emotional intelligence and drive to bring everyone with them; students, staff and families; to value and inspire.

The role offers a very special exciting opportunity to be the Headteacher of the town's only High School. Please come and see us to find out more.

Susan Crookshank

Chair of Governors



Application Details

Employer	Alleyne's Academy
Location	Oulton Road, Stone, Staffordshire, ST15 8DT
Job Title	Head Teacher
Salary	L29 - £93,902 to L35 £108,776
Contract	Full Time, Permanent
Start Date	1 st January 2025 or earlier if possible
Apply By	9am on Monday June 3 rd
Interview Days	Monday 17 th and Tuesday 18 th June
How to apply	Further details and an application form may be obtained from Mrs M Barnes, PA to Senior Leadership Team m.barnes@alleynes.staffs.sch.uk or (01785) 337400
School Visit	We would welcome you to visit our school and have a tour, on either Friday 10 th May, Wednesday 15 th May or Tuesday 4 th June from 9.00 to 11.00am. Please contact m.barnes@alleynes.staffs.sch.uk to arrange your visit.
	Alleyne's Academy is committed to safeguarding and promoting the welfare of children and young people. All our staff and volunteers share this commitment and this post is subject to an enhanced DBS check and other relevant clearances. References will be taken up prior to interview in line with our Keeping Children Safe in Education obligations

Person Specification

		Assessed by	
		Application	Interview / Reference
	Experience and Qualifications		
E1	Graduate with Qualified Teacher Status	✓	
E2	Appropriate leadership and management training, qualification or accreditation e.g. NPQH	✓	
E3	Substantial senior leadership experience	✓	
E4	Sixth form experience	✓	
E5	Enhanced DBS clearance	✓	
	Leadership		
L1	Charismatic leader who motivates and inspires pupils and staff.		✓
L2	A passionately held clear vision of the role of education in preparing young people for the future.		✓
L3	Commitment and ability to work with the whole school community to further develop the school vision.		✓
L4	Ability to develop and effectively communicate a long-term strategy to deliver the school vision.		✓
L5	Commitment to putting the school at the heart of the community and being an ambassador for the school developing strong partnerships.	✓	✓

	Personal Attributes and Values		
P1	High level of personal integrity, honesty and professionalism.		✓
P2	Committed to equality, diversity and inclusivity in creating a culture where everyone knows they are valued and respected.		✓
P3	Holding the highest aspirations and expectations for all pupils and staff.		✓
P4	Willing to challenge current practice with an innovative, creative and solutions focused approach to problem solving.	✓	✓
P5	Proactively pursuing continued professional development for self and staff as lifelong learners.	✓	✓
P6	Self-reflective with an ability to identify personal areas for development.	✓	✓
P7	Articulate with excellent communication skills both verbal and written.	✓	✓
P8	Strong emotional intelligence and interpersonal skills, able to build strong working relationships based on trust.		✓
P9	Ability to show empathy and work with people and organisations collaboratively.		✓
P10	Capacity to retain a sense of balance and resilience when under pressure.		✓
P11	Dedicated to the wellbeing and welfare of the whole school community.		✓

	Knowledge & Skills		
S1	Proven track record of school improvement.	✓	✓
S2	Proven track record of implementing effective systems to monitor all aspects of the school including educational achievement, personal development and wellbeing	✓	✓
S3	Strong analytical skills including using complex sets of local and national data to understand the strengths and weaknesses of the school to actively inform school improvement.	✓	✓
S4	Ability to carry out rigorous assessment of the quality of education to inform school improvement.		✓
S5	Proven track record of developing, implementing and rigorously checking policies and procedures.		✓
S6	Proven track record of leading and managing staff to build successful teams where everyone is engaged and feels valued and work-life balance is respected.		✓
S7	Experience and understanding of formal processes to recruit, manage and develop individuals and teams.	✓	✓
S8	Ability to effectively plan and manage finances and resources to achieve the strategic priorities and ensure efficiency, probity and value for money.		✓
S9	Ability to harness the potential of new technologies.	✓	✓
S10	In depth knowledge of safeguarding and the statutory guidance and ability to implement a whole school approach to safeguarding.	✓	✓
S11	In depth knowledge and understanding of the wider educational agenda.		✓
S12	Commitment and experience of building strong collaborative relationships, either formal or informal, with schools and organisations for the benefit of pupils.		✓
S13	Experience of working with external agencies locally and nationally including public bodies, companies and community groups.		✓
S14	Ability to develop strong partnership with parents, carers and families and recognition of their role in helping young people succeed and thrive.		✓
S15	Clear understanding of the role of Governance and working with the board to secure ongoing school improvement.		✓

Job Description

Vision & Core Purpose

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching & Learning

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment
- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties