



Chellaston Academy
Integrity Care Excellence

Deputy Headteacher

Full Time, Permanent

Chellaston Academy

Chellaston Academy is on an exciting journey and we are seeking talented candidates that mirror our values and standards to join us. We have a newly appointed Headteacher this academic year, and new additions to our senior team too. The academy is currently in the process of joining QEGSMAT. Our ways of working ensure that our young people are at the heart of all decisions that we make; whilst we take academic achievement seriously, we also consider educating the whole person to be vitally important.

We have an exciting opportunity for a Deputy Headteacher who shares our vision and determination to provide our students and staff with an outstanding future within our culture of integrity, learning and excellence.

The Academy are looking to appoint someone who believes, as we do, that any young person can secure outstanding outcomes through the highest quality teaching and learning, regardless of background or ability. This is a pivotal senior leadership role, with the core purpose of assisting the Headteacher set and implement the strategic direction of the Academy. They will provide professional leadership and management in order to achieve high standards in all areas of work, particularly in sustaining the provision of sustainable outstanding education and pastoral care, with highly effective safeguarding at its heart.

As Deputy Headteacher you'll need to:

- Be a highly visible, consistent and supportive presence in and around the Academy, promoting an aspirational culture which motivates everyone to work collaboratively, share knowledge and deliver exceptional outcomes.
- Monitor, evaluate and review practice, promote improvement strategies, contribute to the Academy improvement plan and whole Academy policy
- Carry out the professional duties of the Headteacher in the event of their absence from the academy

The successful candidate will need:

- A strong commitment to raising educational attainment and progress for all young people within the Academy, including working with pupils directly and supporting other staff to do so
- A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments
- Strong influencing and negotiation skills - to influence Academy strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies
- Excellent leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole Academy commitment to supporting pupils with SEN, CLA, PP
- Exceptional interpersonal skills - for building relationships with parents, teachers, and external professionals

We expect all our students to be challenged, to be inspired and to achieve beyond expectation; this will be your focus. This is balanced carefully against developing a supportive, healthy and happy student population.

The application process:

Please see the job description for further details of the post. If you would like an informal conversation to discuss the role in more detail, we would be happy to arrange this. Please call 01332 702502.

If you wish to apply for this role please visit <https://www.qegsmat.com/current-vacancies/> where you can apply via TES. In addition to your application, please complete a letter of application addressed to the Headteacher of no more than two sides of A4. This should identify how your skills and experiences to date make you a suitable candidate for the requirements of this role.

If you have any question please do not hesitate to contact us at hr@qegsmat.com.

Chellaston Academy is committed to safeguarding children, safer recruitment and promoting the welfare of our young people. Our comprehensive recruitment and selection processes aim to discourage and screen out unsuitable applicants. Successful candidates are subject to rigorous pre-employment checks and an enhanced DBS check.

Closing Date: 13th May 2021 Noon

Provisional Interview Date: 18th and 19th May 2021

Start Date: September 2021



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Job Description

<u>Job Title:</u>	DEPUTY HEADTEACHER – Quality of Education
<u>Pay Scale:</u>	L19 - 23
<u>Responsible to:</u>	Headteacher
<u>Responsible for:</u>	Assistant Headteachers (Curriculum, Head of Sixth Form and Digital Strategy)
<u>Liaising with:</u>	Headteacher, whole Academy staff, Governors

PURPOSE

The core purpose is to assist the Headteacher in ensuring the Academy secures the vision of developing confident and successful global citizens in a culture of integrity, care and excellence.

The Deputy Headteacher – Quality of Education – will assist the Headteacher to set and implement the strategic direction of the Academy. They will provide professional leadership and management in order to achieve high standards in all areas of work, particularly in sustaining the provision of sustainable outstanding education and pastoral care, with highly effective safeguarding at its heart.

Responsible directly to the Headteacher they will support the Local Governing Body, Academy Leadership Team and Trust Executive Group to provide strategic leadership, vision and management of the Academy and have responsibility for the highest quality of education for students.

CORE REQUIREMENTS OF THE POST:

As a Deputy Headteacher you will need to:

- Fully believe that any young person can secure outstanding outcomes through the highest quality teaching and learning, regardless of background or ability
- establishing effective approaches to learning and teaching.
- Uphold the values of integrity, care and excellence
- Ensure through monitoring curriculum areas, schemes of work are appropriate to the needs of cohort and address all aspects of the vision
- Plan and write aspects of the AIP related to learning, teaching, curriculum and professional development and ensure effective implementation.
- Co-ordinate and manage the work of specified leaders within the Academy so outcomes are in line with or exceed expectations.
- Ensure the effective integration of quality assurance procedures and practices within all aspects of the Academy's work.
- Schedule quality assurance practices where appropriate in the Academy calendar
- Ensure that quality assurance practices across year groups are evaluated, reported and action points implemented.

- Develop the Academy's practices for engaging parents and other members of the broader Academy community in Academy self-review.
- In accordance with the Academy's practice of distributed leadership, ensure that leaders at all levels maintain ongoing practices in collecting and using evidence to support judgments and planning, so that plans at all levels relate to clearly identified priorities.
- Ensure the maintenance of an effective recording of quality assurance findings and ensure that this information is appropriately disseminated in order to inform Academy improvement.
- Ensure relevant tracking/summative data is collected used effectively.
- Analyse and co-ordinate data collection providing relevant reports to the Headteacher and Governors, leaders, staff and parents on aspects of the Academy's work related to performance.
- Take overall responsibility for staff development in the Academy related to teaching and learning.
- Support the Headteacher in the implementation of the Academy's performance management policy
- In conjunction with the Headteacher, align training to PM and utilise opportunities for collaboration through established pathways and new networks to ensure professional needs for staff are met
- Instigate and monitor support plans when required
- Be responsible for sections of the SEF and Governor reports
- Be responsible for setting subject agendas and identifying common strands for action.
- Promote a positive and celebratory ethos within the Academy through quality assurance.
- Support the Headteacher in developing links with parents, other Academy's, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development.
- Chair middle leader and AHT group meetings for items related to teaching and learning and curriculum development.
- Be a highly visible, consistent and supportive presence in and around the Academy.
- Promote an aspirational culture which motivates everyone to work collaboratively, share knowledge and deliver exceptional outcomes
- Ensure the Academy is compliant with the Special Educational Needs and Disability (SEND) Code of Practice
- Strategically lead decision-making and contribute to consultation procedures
- Challenge underperformance at all levels with effective corrective action
- Carry out the professional duties of the Headteacher in the event of his / her absence from the academy
- Hold self and others to account
- Manage own workload and that of others
- Treat team members with equity and respect and be proactive in supporting all team members regardless of their need
- Take time to listen to the views of team members
- Endeavour to be able to deputise and backfill functions across the academy
- Support students throughout the day by fulfilling pastoral responsibilities
- Participate in, and lead, coaching; work in effective partnership with other leaders in the Trust
- Attend and lead meetings / training and carry out administrative tasks and duties as specified on the academy calendar
- Carry out any other reasonable duties as requested by the Headteacher

Skills

As a Deputy Headteacher you will need:

- A strong commitment to raising educational attainment and progress for all young people within the Academy, including working with pupils directly and supporting other staff to do so
- A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments
- Influencing and negotiation skills - to influence Academy strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies
- Leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole Academy commitment to supporting all pupils with SEN, CLA, PP
- Interpersonal skills - for building relationships with parents, teachers, and external professionals
- Written communication skills
- Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload
- Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils and parents
- Analytical and problem-solving skills - necessary for analysing Academy, local and national data and developing appropriate strategies and interventions.

Additional Duties

- Play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

OTHER RESPONSIBILITIES

The post requires you to:

- Carry out your duties in line with the key tasks and management procedures of the Academy

Personal and professional conduct:

Our staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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Person Specification – Deputy Headteacher

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Degree • Teaching qualification • Evidence of commitment to Continual Professional Development including recent participation in a range of relevant in-service training • Understanding of the most relevant and up to date Inspection Framework for Schools 	<ul style="list-style-type: none"> • NPQSL or NPQH 	<ul style="list-style-type: none"> • Application Form • Certificates
Experience	<ul style="list-style-type: none"> • Substantial teaching experience • Experience of working as part of a senior leadership team • Proven track record of raising educational achievement • Successful experience of leading a team (Curriculum or Pastoral) • ICT literate to support effective teaching, learning and communication • Understanding of what makes 'quality first' teaching and of effective intervention strategies • Promote high standards of pupil behaviour and attitudes to learning 	<ul style="list-style-type: none"> • Experience of working in multiple settings • Contributing to OfSTED inspection as a leader 	<ul style="list-style-type: none"> • Application Form • Letter of Application • Selection Process • References

Shaping the Future	<ul style="list-style-type: none"> • Sound knowledge of current educational developments and how they impact on school improvement • Experience of successfully leading change and inspiring others • Ability to analyse data, develop strategic plans, set targets, monitor and evaluate progress 	<ul style="list-style-type: none"> • Experience of supporting a school moving from one OfSTED category to another (e.g. Good to Outstanding) • Proven ability to lead self-evaluation an school improvement planning 	<ul style="list-style-type: none"> • Letter of Application • Selection Process • References
Leading Learning and Teaching	<ul style="list-style-type: none"> • Secure knowledge of statutory requirements • relating to curriculum and assessment • Ability to lead and inspire high quality teaching and learning with positive outcomes • Ability to identify and improve standards where required Commitment to include and make a difference for every child • Understanding of the characteristics of an effective learning environment and the key elements of successful • behaviour management • Ability to effectively monitor and evaluate teaching and learning • Experience of successful implementation of strategies for raising achievement and ensuring effective teaching and assessment 	<ul style="list-style-type: none"> • Experience of coaching / mentoring staff • Experience of leading INSET / CPD 	<ul style="list-style-type: none"> • Letter of Application • Selection Process • References

Developing Self and Working with Others	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership, management and Teaching and Learning • Commitment to the professional development of staff • Ability to lead effectively • Ability to communicate effectively with children, parents, staff, governors and others who support within a classroom 	<ul style="list-style-type: none"> • Creative approaches to developing teams • Experience with working with a variety of agencies / bodies • Experience of working collaboratively with other schools 	<ul style="list-style-type: none"> • Letter of • Application • Selection Process • References
Managing the Organisation	<ul style="list-style-type: none"> • Experience of leading and working in senior teams • Ability to produce and implement appropriate school improvement plans and policies • Ability to communicate and translate a shared vision into practice 	<ul style="list-style-type: none"> • Safer Recruitment Trained • Experience of recruitment and induction 	<ul style="list-style-type: none"> • Letter of • Application • Selection Process • References
Securing Accountability	<ul style="list-style-type: none"> • Capacity to sustain the ongoing improvement of outcomes for pupils of all abilities • Experience and secure understanding of strategies for managing staff performance 	<ul style="list-style-type: none"> • Experience of working with Governing Bodies 	<ul style="list-style-type: none"> • Letter of • Application • Selection Process • References
Strengthening Community	<ul style="list-style-type: none"> • Experience of engaging with parents to improve pupil outcomes • Commitment to promoting community links and cohesion 		<ul style="list-style-type: none"> • Letter of • Application • Selection Process • References

Personal Qualities & Attributes	<ul style="list-style-type: none"> • Excellent literacy • Passionate about education • An effective communicator • Solution focussed and adaptable • Approachable leader with ability to motivate • Creative thinker, willing to try new ideas • Ability to be inspirational, resilient when working under pressure • Self-motivated and excellent organisational skills and the ability to prioritise workload effectively • Committed to securing equality, ensuring inclusion, addressing diversity and access throughout the Academy 		<ul style="list-style-type: none"> • Letter of • Application • Selection Process • References
Safeguarding Children	<ul style="list-style-type: none"> • Commitment to Safeguarding and promoting welfare of children and young people • Level 3 Safeguarding trained • Understanding of responsibilities of a SENIOR LEADER in ensuring compliance with Health and Safety Legislation 		<ul style="list-style-type: none"> • Letter of • Application • Selection Process • References

PRINT NAME _____

SIGNATURE _____

DATE _____