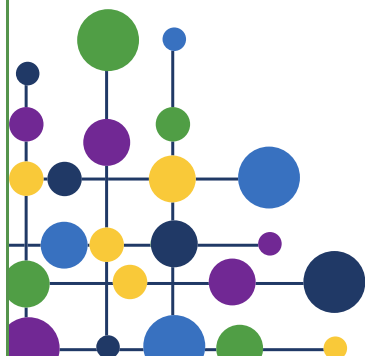


SHARE Multi-Academy Trust
Deputy Headteacher/Vice Principal
Application Pack
May 2018



Welcome from the CEO



Dear Applicant,

Thank you for taking an interest in this post at Share Multi Academy Trust. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post. Please do not hesitate to contact us if you need anything further (or would like to visit before writing your application).

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,



John McNally
CEO



SHARE Multi-Academy Trust is the charitable company that currently runs Shelley College, Heaton Avenue Primary

School, Millbridge Junior, Infant & Nursery School and Cowlersley Primary School. Royds Hall Community School and Thornhill Community Academy will be joining us in Autumn 2018. We are an emerging academy chain of secondary and primary schools that share our values and want the very best for our students and staff.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. As well as being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than 300 people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you.

Valuing People, Supporting Personal Best

Whatever your role or whatever your career plans, we can help you achieve them.

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Our students, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people.



Employee Benefit Schemes

A world of benefits and reward for all staff!

We believe in making the world a happier place to work. We do that by providing a package of flexible employee benefits, including:

- An attractive pension scheme for both Teaching and Support Staff.
- School's Advisory Service – staff well-being support and medical cover, including amongst other things: counselling; physiotherapy; and operations.
- Share Academy Savers – the home of our employee benefits. Offering discounts on everything from groceries and shopping through to holidays, insurance, days out, restaurants and more.
- Salary sacrifice benefit schemes - salary sacrifice enables staff to give up some of the cash value of their pay to receive other benefits which saves on tax and national insurance. The Trust currently runs the following salary sacrifice schemes:
 - Childcare Vouchers - savings of up to £933 a year. Childcare vouchers can be used for pre-school and nursery costs plus after school clubs, summer camps and even independent school fees.
 - Bikes – savings of up to 42% on the cost of a new bike.
 - Computers – savings on the cost of Desktop machines, Laptops, Apple Products and software.



SHARE Multi-Academy Trust

Deputy Headteacher / Vice Principal Role Profile

Role Title	Vice Principal	Reporting to	Headteacher / Principal
Section	School/ trust leadership		
Contract type	Teachers' Pay & Conditions for deputy headteachers	Grade / Salary	TBC

Overall purpose of role	<ol style="list-style-type: none"> 1. Deputise for the school's Principal when required. 2. To play a major role under the overall direction of a headteacher in: <ol style="list-style-type: none"> a) formulating the aims and objectives of the school; b) establishing the policies through which they are to be achieved; c) managing staff and resources to that end; d) monitoring progress towards their achievement; 3. Undertake the professional duties of a teacher, as described in the School Teachers Pay and Conditions document and the National Teacher Standards.
Safeguarding Requirements	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p> <p>Applicants MUST complete SHARE trust's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the headteacher.</p>

Key Accountabilities

Formulating the aims and objectives of the school

1. *Act at all times in the best interests of pupils, taking all reasonable action to keep young people safe in school and beyond, maintaining an up to date knowledge of national guidance and legislation, e.g. "Keeping Children Safe in Education".*
2. *Help to promote a culture where safeguarding children in given the highest priority by all members of the school community.*
3. *Act in accordance with the trust's aims and values at all times.*
4. *Maintain the highest expectations of what all children and young people can achieve, including the more vulnerable and disadvantaged.*
5. *Contribute to the formulation of aims and objectives in partnership with the school's governing body, the senior leadership team, trust leaders and the Chief Executive / Executive Headteacher.*
6. *Undertake the professional responsibilities of the headteacher / principal when he/she is absent from school.*
7. *Lead by example, maintaining the highest standards of professional conduct and high levels of visibility around the school at all times.*
8. *Help to ensure a calm, safe, environment where all adult secure the highest standards of pupil conduct and academic achievement.*

9. *Lead on a significant area of responsibility, developing more specific objectives and aims which are in keeping with the overall strategic aims of the school and the trust. The significant areas may be one or more of the following or similar:*
 - a. *Pupils' personal development and wellbeing*
 - b. *The school's curriculum*
 - c. *Pupil outcomes and raising achievement*
 - d. *Pupil behaviour*
 - e. *Improving teaching, learning and assessment*
 - f. *Professional development and appraisal*
10. *Consult and communicate effectively with all parties involved in the school, including pupils, parents, staff and governors. This will include leading assemblies and other whole-school activities.*

Establishing policies through which aims and objectives can be achieved

11. *Evaluate the effectiveness of the school's performance in the significant area of responsibility.*
12. *Make plans to improve standards in consultation with colleagues, parents and others as appropriate.*
13. *Undertake professional development and maintain an up to date knowledge of best practice, to ensure plans are suitably ambitious and rooted in research about effective strategies.*
14. *Communicate policies clearly to all stakeholders as necessary.*

Manage staff and resources to achieve aims

15. *Line manage a team of staff, including middle leaders, undertaking appraisals to evaluate performance and set challenging targets to benefit the school.*
16. *Ensure colleagues are clear about their roles and the contribution they need to make to the school's success.*
17. *Coach and support colleagues, helping them to achieve their personal best.*
18. *Challenge underperformance or low expectations.*
19. *Manage a budget, using resources to achieve the maximum educational benefit for the best value for money.*
- 20.

Monitor progress towards the achievement of aims and objectives

21. *Evaluate the progress against plans, adjust strategies to ensure impact and support others to achieve aims.*
22. *Welcome and act on feedback from a range of audiences, including trust leaders, parents, staff, pupils and external advisers.*
23. *Prepare reports, attend and chair meetings that may be necessary for governors and leaders to fulfil their responsibilities*
24. *Use a broad range of evidence to evaluate progress, including discussions with staff, pupils and parents, lesson observations, pupil performance data and sampling the quality of pupils' work.*

Undertake the professional responsibilities of a teacher

25. *Please refer to the separate role profile for a teacher.*

General

26. *Be willing to work flexibly, in terms of working hours, e.g. attending meetings outside normal school hours or occasionally during the school holidays for results days or other significant events.*
27. *Undertake any other reasonable tasks associated with the role of assistant headteacher, as directed by the headteacher or one of the trust's senior leaders.*

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Up to six colleagues, who may be middle leaders, teachers or support staff
- Budget will vary according to specific responsibility

Work/Business contacts

Internal: Pupils, parents, leaders, teachers, support staff, governors, directors and members. Central trust leadership team.

External: Examination boards, colleagues in other schools, e.g. the National Teaching School alliance, other relevant partners.

Expertise in Role Required (At selection - Level 1)	Essential or Desirable
<ul style="list-style-type: none"> Can demonstrate a commitment to an educational vision and values which are in line with those of the trust. 	E
<ul style="list-style-type: none"> Successful experience as a middle leader (equivalent to head or second in department) (at least two years). 	E
<ul style="list-style-type: none"> Can demonstrate a strong record as a teacher and leader in helping pupils achieve excellent outcomes in a given subject, including strong examination results. 	E
<ul style="list-style-type: none"> Understands how to promote pupils' wider personal development, welfare and wellbeing. 	E
<ul style="list-style-type: none"> Can demonstrate a strong ability to coach other staff, including teachers, effectively to get the best out of others. 	E
<ul style="list-style-type: none"> Experience of coaching others successfully in another school, e.g. as a Specialist Leader of Education. 	D
<ul style="list-style-type: none"> Evidence of ability to lead strategically and work effectively with teachers and other staff to deliver substantial improvements. 	E
<ul style="list-style-type: none"> Able to secure high standards of conduct amongst pupils and staff. 	E
<ul style="list-style-type: none"> Good knowledge of the curriculum, including the requirements of the National Curriculum and examination board requirements, at least to GCSE level. 	D
<ul style="list-style-type: none"> Willing to take difficult decisions and challenge underperformance sensitively to secure improvements 	E
<ul style="list-style-type: none"> A good understanding of other statutory frameworks that impact on teaching, e.g. the OFSTED framework. 	E
<ul style="list-style-type: none"> Able to communicate effectively with different groups, including trust leaders, senior leaders, pupils, parents, staff and governors 	E
<ul style="list-style-type: none"> Able to manage resources, including financial resources, to achieve strategic goals. 	E
<ul style="list-style-type: none"> Possesses a strong understanding of how to keep children safe in education. 	E
<ul style="list-style-type: none"> Evidence of relevant professional development, e.g. Specialist Leader of Education status or middle leadership training such as NPQML. 	E
<ul style="list-style-type: none"> Able to think systematically, to introduce appropriate systems that are well understood by all stakeholders. 	E
<ul style="list-style-type: none"> Positive about working within a multi-academy trust, recognising the advantages partnership and willing to compromise approaches to support the wider success of the organisation. 	E

Other (Physical, mobility, local conditions)

- | | |
|--|---|
| • Willing to be deployed in different schools (up to 45 minutes travelling distance from original base). | E |
| • Willing to work flexible hours to fulfil trust or school business, including evening meetings when required. | E |

Expertise in Role - After initial development - Level 2

- | |
|--|
| • Able to demonstrate a track record in improving subject area across schools rapidly. |
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Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Candidates will be assessed against the job description and expertise profile from evidence provided in their application form, references and a selection process (including interview). Where criteria are to be identified through the Selection Process, this may involve written exercises, group discussions, presentations, interview etc.

Signatures

Approved by : Chair of the Board of Directors _____

Approved by : Post Holder/or Representative _____



To apply, please complete an application form on the Tes website, which can be found on our career site here:
<https://www.tes.com/jobs/employer/-1082675>

Closing date: Sunday 20th May 2018

