



Appointment to the post of Assistant Headteacher

Information for Applicants

2017





Libertas per Cultum, Freedom through Education

Welcome

Dear Applicant,

Thank you for taking the time to find out more about Phoenix Academy. The intention of this pack is to provide you information about the Assistant Headteacher role, together with details of the Academy's vision and ethos and our aspirations.

A new position has emerged for a dynamic individual who thrives on the pace and excitement of London schools. You will share our passion for research and keep up to date with national and international debate. The Assistant Headteacher will be responsible for driving up outcomes and ensuring 100% consistency across every classroom within the Academy. We have big ambitions for Phoenix and you will play a key role in helping us to achieve them. As a Senior Leadership Team we are passionate about how cognitive science can inform our practice and we are looking for a kindred spirit who buys into our vision and wants to help make Phoenix the school of choice in West London.

Future Academies, an ambitious family of five academies and teacher training centre; (SCITT) is one of the country's leading academy trusts. It was established with the intention of improving the life chances of children through an education that is built on the importance of domain-specific knowledge, teachers who are experts in their subject, and an unwavering focus on raising aspirations for all. At Phoenix we believe in the centrality of the curriculum to the school experience and are unapologetic in our focus on academic rigour. Our family of academies has built a reputation of achieving the highest standards for all our pupils. We are an inclusive community where all children are welcomed and challenged to be the very best they can be. This role will initially be based at Phoenix but as Phoenix settles into its stride there will be the opportunity to work across other Schools in the trust.

This role represents a unique opportunity to join an Academy at the beginning of its improvement journey and help grow Phoenix into a beacon for state education. We know that the quality of an Academy cannot outstrip the quality of its teachers and so we place a primacy on teacher growth and development. Working for Phoenix you will receive high levels of support and coaching and be allowed to develop into a highly reflective and effective teacher and leader.

If you are obsessed about the importance of classroom practice and want to share that passion with our staff then this is the job for you. We place a primacy on staff welfare and believe we have developed an approach that eradicates needless bureaucracy from the system and enable teachers to focus on their core job. We have excellent facilities on our 9 acre site and all staff get free use of our leisure centre as well as free breakfast and free lunch everyday.

To apply, please download the application form, or visit our website and return the completed form to recruitment@phoenixacademy.org.uk or contact Gemma Hanmore on 020 8749 1141 for further information or to arrange a visit and informal conversation. Please do visit our website www.phoenixacademy.org.uk for more information about the Academy, and the Trust's site www.futureacademies.org to find out more about our ambitious educational family.

I look forward to receiving your application and welcoming you to our Academy.

Yours sincerely,

Oli Knight
Executive Headteacher

Job Description – Assistant Headteacher

Job Title: Assistant Headteacher, Teacher Development

Reports to: Deputy Headteacher

Responsible for: Delivering the highest quality learning experiences to staff and ensuring all teachers at Phoenix are effective.

Salary: L9-L14 (Inner London)

Disclosure level: Enhanced

Roles included: Assistant Headteacher, Classroom teacher.

Job purpose:

To take a lead role in building Phoenix Academy into a truly great school by developing a school full of highly effective teachers. This will be achieved by believing in the centrality of subject disciplines to Academy life, working with the Deputy Head Teacher Development to develop and implement a rigorous and challenging staff training programme, overseeing the quality of teacher practice and teacher subject knowledge for every member of the academy, modelling great practice, committing to professional development and acting on feedback, and promoting a love of your subject to every pupil at Phoenix.

Objectives:

- To take a lead role in the maintenance of a transformational school community by raising standards across the Academy through enhancing teacher effectiveness to ensure that we are the school others want to come and learn from.
- To oversee our leverage mentoring and teacher coaching systems to ensure all staff receive the support and training they need to enhance their effectiveness.
- To help implement and refine our internal teacher training and development programmes.
- To stay abreast of current developments in cognitive science and ensure that our staff training model and programme represents this.
- To take the lead in developing and implementing the annual staff training programme.
- To develop a national reputation for Phoenix as a research-led Academy.
- To create and maintain links with high performing schools that we can learn from and develop reciprocal relationships with.
- To oversee and further develop the Academy Morning Reading and Afternoon Numeracy programmes.
- To model what it takes to be a highly effective teacher and leader and thus act as an example to all middle leaders.
- To put in place the systems and structures that ensure every teacher develops as an expert practitioner.
- Monitoring and accountability for the progress and attainment of pupils in the subjects you line manage.
- To follow the Phoenix Line Management and Middle Leader Toolkit structures to help grow the next generation of school leaders.
- To work with our DHT Teacher Development to help induct and mentor NQTs, Teach Firsts, Future SCITT into the Academy and to ensure that Phoenix attracts and retains ambitious and driven staff.
- Deliver high quality training on teaching to other staff.
- To act as a coach or mentor for other teachers as required to help develop their practice and implement the Phoenix teacher repertoire.
- Modelling for all staff exemplary practice in terms of managing difficult and challenging behaviour from pupils, and establishing a culture of high expectations across the Academy.
- To implement and follow all academy policies to ensure 100% consistency.

Outcomes and activities

A. LEADERSHIP OF TEACHER DEVELOPMENT

- Establish a clear action plan as part of the annual academy improvement planning and monitor and evaluate its delivery and effectiveness.
- Teach and model the delivery of effective and knowledge-led sequences of lessons that improve pupil attainment.
- Enable new staff to rapidly understand the Phoenix way and deliver sequences of lessons according to the Phoenix teacher repertoire.
- To oversee the design and delivery of training to all staff as part of the annual staff training plan.
- To oversee the NQT programme and delivery
- To oversee the Teach First programme and delivery
- To have oversight of professional mentors to ensure all staff receive convergent feedback and advice.
- To have oversight of the leverage coaching model and ensure it is consistently applied.
- To have oversight of staff CPD portfolios to enable all staff to demonstrate ownership of their development and buy-in to the ethos of professional development at Phoenix.
- To have oversight of the design and implementation of a termly credit review for staff to help staff maintain control over their own development.
- To oversee the dissemination of best practice and ensure that all staff at Phoenix have opportunities to observe their peers; both within Phoenix and beyond.
- To oversee the use of IRIS, lesson study and leverage coaching for teacher development.
- To carry out termly and annual evaluation of the effectiveness of staff training on improving teacher practice.
- To oversee and plan for the writing of case studies/research on the Phoenix model.
- To take a lead in the maintenance of a learning focussed environment that places a primacy on teacher engagement with development and feedback.
- To maintain oversight of the planning and analysis of the ½ termly lesson triangulation process.
- To maintain all central logs and records around teacher development and effectiveness to ensure that accurate and reliable judgements can be made and support deployed effectively in a timely manner.

B. LEADERSHIP OF LITERACY, NUMERACY & USE OF LIBRARY

- To have strategic and operational oversight of the Phoenix morning reading & afternoon numeracy strategy and delivery
- To have oversight of liaison with primary expertise to help staff at Phoenix develop effective models of reading and writing development.
- To have oversight of and work with the SENDco to develop, deploy & analysis literacy and numeracy interventions that fall outside the English and Maths Department.
- To have oversight of the integration of the Library into daily academy life
- To Line Manage the Academy Librarian and to have oversight of Library development plans.

C. NON-SUBJECT RESPONSIBILITIES

- Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing.
- Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
- Develop strong and positive relationships with pupils.
- Implement all Academy policies, including the Academy's behaviour policy.
- Contribute to the design and delivery of the Academy's enrichment curriculum in line with your timetable and the Phoenix enrichment policy.
- Model the ethos and vision of the Academy at all times.
- Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- Contribute to the Academy's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.

- Help to develop effective subject links with partners and the community, including attendance where necessary at liaison events in partner Schools and Academies and the effective promotion of your subject at Open Days/Evenings and other events.
- Establish and maintain effective working relationships with colleagues including support staff.
- Be familiar with and comply with the Academy's Health and Safety policies
- Be responsible for the health & safety of pupils when they are authorised to be on Academy premises and when engaged in authorised activities elsewhere
- Adhere, at all times, to the expectations of teachers at Phoenix Academy, outlined on the final page of this document.
- Any other duties as required by the Headteacher commensurate with the post.

D. LEADERSHIP OF STAFF AND SCHOOL

- Inspire and enthuse colleagues by personal example, for example by acting as a role model, maintaining a positive outlook, and demonstrating sympathetic and focused support.
- Manage the performance of staff as set out in the academy's Performance Management Policy.
- Line-manage staff to ensure the highest standards of provision across all departments.
- Joint construction and implementation of the SIP

References:

Details of two referees must be provided on the application form including a full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on any disciplinary offences, allegations and investigations, including expired offences.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Head of School.

Person Specification

Qualification criteria:

- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD including reading around the subject
- Evidence of securing recent examination outcomes well above national average for KS4 and/or KS5
- Evidence of engagement with and interest in cognitive science and its application to enhancing teacher effectiveness.
- Evidence of a commitment to and belief in the importance of domain-specific knowledge and the view that academic subjects are fundamental to understanding the world around us.

General - experience of:

- Working at a middle leadership level or supporting a Middle Leader implement change.
- Having significantly contributed to the work of a senior or middle leadership team which has resulted in the success of the wider school.
- Having led a team in the development and implementation of a curriculum initiative that had a sustained and demonstrable impact on pupil progress.
- Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing, and other elements of outstanding subject leadership.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Using QA systems to evaluate the standards within your department and to modify plans accordingly.
- Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
- Tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.

Teacher development (all senior and middle leaders are expected to be able to model great teaching and to develop others) - experience of:

- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
- Conducting lesson observations as a tool for improvement.
- Designing and delivering outstanding staff training and implementing an annual training programme.

Leadership and management – The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
- Strong interpersonal, written and oral communication skills.
- Strong organisational skills:
 - the ability to delegate
 - the use of effective time management
 - the ability to prioritise
- Resilience and motivation to lead the Academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every student.
- Strategic thinking
- An educational vision aligned with the Academy's high aspirations and high expectations of themselves and others.
- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex urban school and a commitment to relentlessly instilling these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the Academy in the community.
- Confident and effective presentational skills during public speaking.

- Deliver excellent assemblies and open evenings.
 - Skilful management and maintenance of working relationships with parents and other stakeholders.
 - Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.
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- **This post is subject to an enhanced DBS disclosure.**
 - **The post holder must be committed to safeguarding the welfare of children.**

Safer Recruitment at Future Academies

Future Academies is committed to safeguarding and promoting the welfare of children and young people. We undertake very thorough checks to ensure that we meet our obligations to protect the children attending our Academy's. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an Enhanced DBS and barred list check. We also ensure staff in a teaching capacity are not subject to a prohibition order or an interim prohibition order. Teachers from the EEA are also subject to a check for any restrictions/sanctions. Those appointed to a management position will be subject to a 'Section 128 direction' to ensure they are not prohibited from taking part in the management of a school.

1. Candidates should be aware that all posts at Future Academies involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. All members of staff will have access to the DfE Keeping Children Safe in Education guidance, September, 2016.
2. Longlisted candidates will be required to complete a Disclosure of Criminal Record form and bring the completed form to interview. If the job involves contact with children up to age 8 you will also be required to make a Disqualification Declaration. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a "regulated position" under the Criminal Justice & Courts Services Act 2000.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Independent Safeguarding Authority.

Invitation to Interview – please bring with you:

- Disclosure of Criminal Record, or Disqualification Declaration form in a sealed envelope. This form will be sent to candidates invited to interview.
- Documentary evidence of identity that will satisfy DBS requirements such as a current UK Photo card driving license and/or a current passport and/or a full birth certificate
- Documentary proof of address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Original certificates confirming any educational or professional qualifications that are necessary or relevant for the post
- Evidence that you have the right to work in the UK

Please note that originals of the above are necessary. Photocopies are not sufficient.

Candidates will be asked to account for any gaps in their employment history and to address any discrepancies or anomalies in their application form. We will require information in accordance with statutory guidance for anyone who has worked or been resident overseas in the previous five years.

We will seek references on longlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Phoenix Academy – The area

This area has fantastic transport links. It has five underground stations which together link Shepherd's Bush to the Central, Hammersmith & City and London Overground lines. The closest station is White City and Shepherd's Bush and Wood Lane are within easy walking distance. Journey times are:

- Liverpool Street: 26 minutes
- Canary Wharf: 41 minutes
- Waterloo: 28 minutes
- Bank: 23 minutes

There is ample free parking on-site.

Shepherd's Bush has superb entertainment provisions and arts facilities. It's a very active and vibrant area in West London. It has extensive retail facilities, including the Westfield Shopping Centre, the largest urban shopping centre in Europe. Shepherd's Bush has the postal code W12.

