



# DEPUTY HEAD OF ACADEMY

Candidate Information Pack

 **ERDINGTON**  
ACADEMY

 **FAIRFAX**  
MULTI-ACADEMY TRUST

## WELCOME - CEO of the Trust and the Head of Academy

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Dear Candidate

Firstly, thank you for considering joining one of our very successful schools within the Fairfax Multi Academy Trust. Established in 2014, we believe that education is the bedrock for a successful and fulfilling life. It is our aim to prepare each and every student to succeed in the 21st Century by purpose excellence in punctuality, behaviour, uniform, respect for one another and outstanding outcomes in the classroom.

Academic success is vital; however developing the whole person through extra-curricular opportunities also plays centre stage in our ethos.

The Trust is fortunate to have so many fantastic, dedicated and committed professionals in its schools and I personally am honoured to work for them. I do hope you find this pack informative and look forward to hearing from the Head of Academy about your application. You will be joining a fantastic organisation that will offer you many opportunities to progress as an individual and support you in attaining whatever position you aspire to achieve. Good luck and my sincere good wishes in your professional career.

Yours sincerely

**Christopher Stevens**

Interim CEO - Fairfax Multi-Academy Trust

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Dear Candidate,

Thank you for your interest in Erdington Academy. Erdington Academy is a comprehensive school that has a rich history, is rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.

At Erdington Academy, we are committed to high standards of presentation, behaviour and achievement. A calm, purposeful environment is the key to successful learning and achievement. We are unashamedly ambitious. Our curriculum has an academic focus and we have close links with local universities, colleges and businesses.

The school is a tolerant community that welcomes all and celebrates diversity. We believe that every child can achieve their potential and we work hard to ensure that all our students will strive to be the best they can be.

It is an exciting time for the Academy within the Fairfax Multi Academy Trust. Erdington Academy is a dynamic and rewarding place to work; you really can make a difference.

Yours sincerely

**Mark Rhatigan**

Head of Academy



## CONTEXT - Our school

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Our vision is clear, consistent and simple to understand. We expect excellence from our students and in return we aim to give them a challenging and enjoyable learning experience.

### Dedication

*We are relentless in making a life changing difference for our students because we care about young people.*

### Excellence

*We know that excellent outcomes are a result of excellent habits.*

### Ambition

*We all set challenging goals and expect everyone to go the 'extra mile' to achieve their best.*

### Integrity

*We are truthful, sincere and open: we say what we mean and we always act with honesty and openness.*



## **Teaching and Learning at Erdington Academy**

Our dedicated teachers go the 'extra mile' because we are relentless in making a life-changing difference for our students. Teaching at Erdington Academy aims to secure deep learning and high-quality student outcomes in an atmosphere of discipline, courtesy and respect. Routines and structures are integral because we know that excellent outcomes are the result of excellent habits. Accurate assessment and quality feedback are also important and we set challenging goals and support students to achieve them.

CPD is strong and our teaching staff is dedicated to always enhancing practice through development and coaching to provide excellence for our students.

***"Learning is the main business of the school" – Ofsted (June 2015)***

### **Facilities**

Erdington Academy is blessed with a wide range of facilities to support the learning of our children. Our staff take great pride in their classrooms ensuring the learning environment is stimulating and reflects the standards of work we expect.

### **Curriculum**

We are proud of our broad and balanced curriculum that aims to equip every child with the knowledge and skills to make a positive step in the world. We place great emphasis on acquiring and mastering core skills in English and Mathematics to raise standards. We ensure that all students have the opportunity to try the full range of subjects to enjoy new experiences and we also have an extensive extra-curricular programme.

**For a breakdown of historic school results and our latest Ofsted reports visit**  
**[www.erdingtonacademy.bham.sch.uk](http://www.erdingtonacademy.bham.sch.uk)**

Dear Candidates

It is three years this week since I began as Headteacher at the academy and I am very proud of the achievements during that time. When I joined Kingsbury School and Sports College in February 2015, the school was in special measures, student numbers were low and falling, there were twenty-two supply teachers (out of a teaching staff of fifty-five) and all progress and outcome indicators were poor. Fast forward three years - Erdington Academy is oversubscribed, fully staffed, students' attendance and student progress is in line with national averages and the academy is a leading innovator in areas such as careers, character education, EAL learning, behaviour for learning and Maths Mastery.

What is really exciting is that I feel the journey has just begun, so I do believe it is a good time to become a Deputy Head of Academy at an academy that will continue to do its very best to provide for the community that it serves. Situated in a community with nationally recognised high levels of unemployment, deprivation and low aspirations, Erdington Academy is in a constituency with significant socio-economic challenges – nearly 60 per cent of our students are eligible for free school meals and 50% are EAL. These statistics, however, are not excuses; in fact, we feel they demand more challenge, more ambition, and more expectation.

The post of Deputy Head of Academy (Behaviour and Ethos) is significant because the post holder will lead the drive to maintain good and exemplary conduct. There is a "no-nonsense" approach to behaviour, within a culture of care, fairness and mutual respect. Within the academy and across the Fairfax Multi-Academy Trust, tradition is an important value. At Erdington, students stand for the Deputy and Head of Academy when they enter the classroom, assemblies are formal occasions, the uniform is formal, students in KS3 have a "silent start" on the playground before entering the academy in silence, all lessons begin in silence and mobile phones are banned.

Clearly, behaviour and ethos are not stand alone priorities and link with other priorities also. Candidates will be considered in terms of what they can offer to the academy in a number of areas. Responsibilities will be agreed to reflect the skillset of the successful candidate.

I am looking to appoint a candidate with senior leader experience and experience of leading change successfully. They will join an extended leadership team of 1 other Deputy Head of Academy, 4 Assistant Headteachers and 6 Associate Assistant Headteachers (also Heads of Faculty/SENCO).

If you are hardworking, committed and continually strive to "get better" then this could be the position for you. All candidates are welcome to visit, and I am happy to speak by telephone also. Thank you for your interest in the post.

Mark Rhatigan

Shortlisted candidates will be required to teach a lesson. When planning for this, please consider the guidance below.

**THE TASK**

Details of the task will be provided pre-interview.

**WHAT WE WILL BE LOOKING FOR:**

- teaching that engages and includes all students with work that is challenging enough and that meets the students' needs;
- teachers who command the respect of their classes, set out clear expectations for students' behaviour and, where appropriate, start and finish lessons on time and manage teaching resources effectively;
- responses from students within the lesson that demonstrates sufficient gains in their knowledge, skills and understanding; including literacy and mathematics;
- teachers who monitor students' responses in lessons and adapt their approach accordingly;
- teachers that seek to assess the effectiveness of their own teaching and adapt accordingly;
- teachers who give the necessary attention to the most able and the disadvantaged, as they do to low-attaining students or those who struggle at school in their education.

**PLEASE NOTE**

Details of the class and the duration of the lesson will be provided pre-interview.

**RESOURCES AVAILABLE**

A projector and white board will be available  
Class set out in rows  
Students will have their exercise books

Any further requirements, please let us know.

<b>DEPARTMENT</b>	Erdington Academy
<b>RESPONSIBLE TO</b>	Head of Academy
<b>LINE MANAGEMENT OF</b>	Assistant Headteachers and Associate Assistant Headteachers
<b>SALARY</b>	Leadership Scale L20 – L24

**JOB PURPOSE**

As a senior leader at Erdington Academy you will provide professional leadership and support the Head of Academy in the management of the academy in line with our ethos, values and vision. You will assist the Head of Academy in securing excellent outcomes for all our pupils regardless of their background so that they can excel in modern Britain. You will embed the trust's ethos, values and vision through inspiring and dedicated leadership leading by example at all times.

This job description lists the major duties and requirements of the job and is not all-inclusive. Under the direction of the Head of Academy, the post holder may be expected to perform duties other than those contained in this document and may be required to have specific job-related knowledge and skills.

**MAIN DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST**

1. Play a major role under the direction of the Head of Academy in formulating the aims and objectives of the academy, establishing policies through which they should be achieved.
2. Undertake the professional duties of a Deputy Head of Academy reasonably delegated to you by the Head of Academy.
3. Support the Head of Academy in:
  - Ensuring the vision and values of Fairfax Multi-Academy Trust and Erdington Academy are clearly articulated, shared, understood and acted upon by all;
  - Demonstrating the vision and values in everyday work and practice;
  - Motivating and working with others to create a shared culture and positive climate
  - Building a professional learning community which enables others to achieve.
4. Work in partnership with FMAT and academy associates to embed the trust's ethos, values and vision.
5. Support the Head of Academy in maintaining high standards of student behaviour, monitoring the personal development and wellbeing of students.
6. Undertake the professional duties of the Head of Academy in their absence.
7. Develop and implement policies and practices which reflects the academy's commitment to high achievement.
8. Provide professional leadership and management of development plan priorities for the academy.
9. Be a member of the Leadership Team and attend relevant meetings as well as academy functions.
10. Work alongside the Head of Academy to prepare for Ofsted and other external reviews and monitoring.
11. Play an active role in the academy's self-evaluation process and lead a team through this process.
12. Seek ways to improve organisational structures and functions based on rigorous self-evaluation.
13. Assist the Head of Academy in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of the academy's provision, consistent with the academy's self-evaluation policy.
14. Keep up to date with educational publications and share this information in the appropriate forum.

15. Ensure all staff adhere to academy policy and maintain high professional standards.
16. Brief Assistant Heads of Academy to ensure they are up to date with key information.
17. Assist the Head of Academy in leading and managing the academy.
18. Undertake such duties as are delegated by the Head of Academy.
19. Be committed to your own professional development.

## **BEHAVIOUR AND ETHOS**

1. Create and maintain a caring, disciplined environment in which teachers can teach and students can learn.
2. Implement and promote the academy Behaviour Policy and procedures, reviewing regularly in light of external reviews and statutory guidance.
3. Develop the expertise of all staff in promoting good behaviour.
4. Managing the performance of the Pastoral team to ensure that all student's needs are met.
5. Work closely with the Associate Assistant Headteacher (SEND) and other post holders to ensure early intervention strategies meet individual student needs and reduce fixed and permanent exclusions.
6. Work closely with the local network of Trust schools, the Police and other agencies to ensure the best outcomes for the young people and the local community.

## **STAFF MANAGEMENT RESPONSIBILITIES**

1. Manage staff and resources to achieve the aims and objectives of the academy and monitor progress towards their achievement.
2. Be responsible for the line management and performance management of the Assistant Headteachers and Associate Assistant Headteachers setting and agreeing targets linked to the development plan priorities for the academy with the Head of Academy.
3. Implement and sustain effective systems for the management of staff performance, challenging and addressing underperformance robustly whilst providing for the continuous professional development of all staff.
4. Participate in the recruitment and development of teaching and non-teaching staff ensuring the best quality candidates are recruited to positions within the academy.
5. Contribute to good leadership and management practice by ensuring positive staff participation, effective communication and procedures.
6. Participate in arrangements of performance appraisals for teaching staff.
7. Provide professional advice and support and identify training needs.

## **CLASS TEACHER RESPONSIBILITIES**

1. Undertake the normal responsibilities of a teacher.
2. Undertake such duties as their respective Line Manager may determine as reasonably falling within the role.
3. Undertake whole academy duties as may be reasonably determined by the Head of Academy.
4. Uphold the values of Fairfax Multi-Academy Trust and Erdington Academy with all stakeholders.
5. Carry out the duties of a teacher as set out in the current Teachers' Standards Document.
6. Plan and deliver lessons in line with the Academy's Teaching and Learning Policies.
7. Develop students' literacy and numeracy skills within a specialist subject area.
8. Ensure **ALL** learners make good progress by differentiating tasks and liaising with Teaching Assistants as necessary.
9. Regularly assess students' work, giving appropriate feedback (formative and summative) and use student data to plan appropriate challenging objectives and differentiated tasks in lessons and homework.
10. Ensure every student knows their level or sub-level and understands the steps required to achieve the next stage in their progress and attainment.
11. Set an exemplary role model in terms of dress, punctuality and attendance.
12. Attend and participate in parent and open evenings as required.
13. Uphold the Academy's Behaviour for Learning Policy and Uniform Code.
14. Participate in staff training, INSET and Professional development opportunities.

15. Ensure that the learning environment is attractive, tidy, safe and conducive to student learning.
16. Adhere to the academy policies regarding Health and Safety, Safeguarding, ICT usage and Educational visits/trips.
17. Provide cover for staff in line with the 'Rarely Cover Agreement'.
18. Make a particular contribution to building team commitment, in particular:
  - Provide a role model for professional practice in the school;
  - Make a distinctive contribution compared with other less experienced teachers;
  - Contribute effectively to the wider team.

## **GENERAL**

1. Promote and safeguard the welfare of students you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.
8. Participate in training, other learning activities and performance development as required.
9. Engage actively in the performance review process.
10. Perform any other such duties as the Head of Academy may from time to time determine.



The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

<b>Experience/knowledge/qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Qualified teacher status (secondary age range)	✓	
Educated to degree level (or higher qualification)	✓	
Substantial teaching experience in a secondary school/academy	✓	
Considerable experience in effective leadership of whole school/academy developments relating to learning and teaching and/or self-evaluation	✓	
Substantial experience in the effective raising of standards such as teaching and learning, behaviour etc.	✓	
Relevant experience in change management	✓	
Considerable experience in aspects of leadership and management in a whole school context	✓	
Relevant experience in effective line management	✓	
Substantial experience in holding difficult conversations with staff and students	✓	
A sound understanding of the Ofsted framework	✓	
Understand what constitutes high quality educational provision, the characteristics of effective through schools, and effective strategies of raising standards and achievement of all pupils	✓	
Experience in leading the professional development of staff in a given area, e.g. mentoring, coaching, leading INSET days	✓	
Experience in using assessment data to generate intervention work	✓	
Experience of strategic financial planning and budgetary management to achieve value for money	✓	

Experience of using Microsoft Office (Word, Excel, PowerPoint, Outlook, E-mail)	✓	
Previous experience in using SIMS	✓	
Teaching experience in more than one school		✓
Experience of working in a wider context than an individual school/academy		✓
Experience in leading a working party		✓
Experience in effective collaboration with external agencies		✓
Consultancy/advisory experience, e.g. contributing to subject network meetings and development programmes		✓
Experience in development of innovative teaching and learning strategies and materials		✓
Experience in contributing to the academy's self-evaluation form		✓
<b>Personal qualities and attitudes</b>	<b>Essential</b>	<b>Desirable</b>
Ability to articulate, share and translate the trust's ethos, values and visions	✓	
Ability to communicate a clear vision	✓	
Demonstrate high expectations which inspire, enthuse, motivate and challenge colleagues to deliver outstanding teaching	✓	
Ability to write in a confident, sophisticated, accurate manner, fit for a specific context and circumstances	✓	
Ability to analyse data, developing strategic plans, setting targets and monitoring/evaluating progress to lead school improvement	✓	
Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management	✓	
Ability to manage pupils firmly, warmly and in a manner which makes the academy community safe	✓	
Ability to teach outstanding lessons	✓	
Strategic and creative approach to problem solving	✓	
Comfortable with outstanding practice	✓	
Ability to build and maintain effective relationships through excellent interpersonal skills	✓	

Excellent verbal, listening, literacy and written communication skills	✓	
Ability to inspire, challenge, motivate and empower others	✓	
Ability to develop effective teamwork and be able to contribute effectively to a range of teams	✓	
Inclusive approach to education	✓	
High expectations of self and others	✓	
Ability to work under pressure maintaining a sense of perspective	✓	
Ability to prioritise, manage own time effectively and deal with conflicting demands	✓	
Ability to demonstrate integrity, reliability, commitment, dedication, resilience and tenacity	✓	
Ability to assist staff and students with various tasks	✓	
Good verbal, listening, literacy and written communication skills	✓	
Ability to work autonomously with minimum supervision, or as part of a team if necessary	✓	
Excellent organisational skills	✓	
Effective interpersonal skills with individuals and groups of people – staff and students	✓	
Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and applications	✓	
Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	✓	
Ability to form and maintain appropriate relationships and maintain professional boundaries with students	✓	
Excellent attendance and punctuality	✓	
Willing to undertake appropriate training and development with a positive attitude	✓	
A commitment to the ethos, vision and values of the Trust	✓	
Ability to travel to meetings if required	✓	

Professional Development	Essential	Desirable
Evidence of recent relevant further professional development	✓	
Recognition that life-long learning is an essential part of personal development	✓	
References	Essential	Desirable
Positive recommendation in professional references	✓	
Professional references without reservations	✓	