



Assistant Headteacher
Desborough College, Maidenhead, Berkshire
Candidate Application Pack



Courage. Kindness. Respect. Leadership.

Contents

Thank you for your interest in our Assistant Headteacher position at Desborough College, soon to be part of Pioneer Educational Trust.

This pack contains:

- An introduction to Desborough College from the Headteacher
- An introduction from Pioneer's Co-CEOs
- The job description and person specification
- Benefits of working at Desborough and Pioneer

We hope that you find the pack informative and useful. If you do have any further questions, then please contact Nicola Humphries, the Headteacher's PA at: Nicolahumphries@desborough-college.net

You can also visit our school's website at:

<https://www.desborough.org.uk/>

or the Trust's website at:

www.pioneereducationaltrust.org.uk

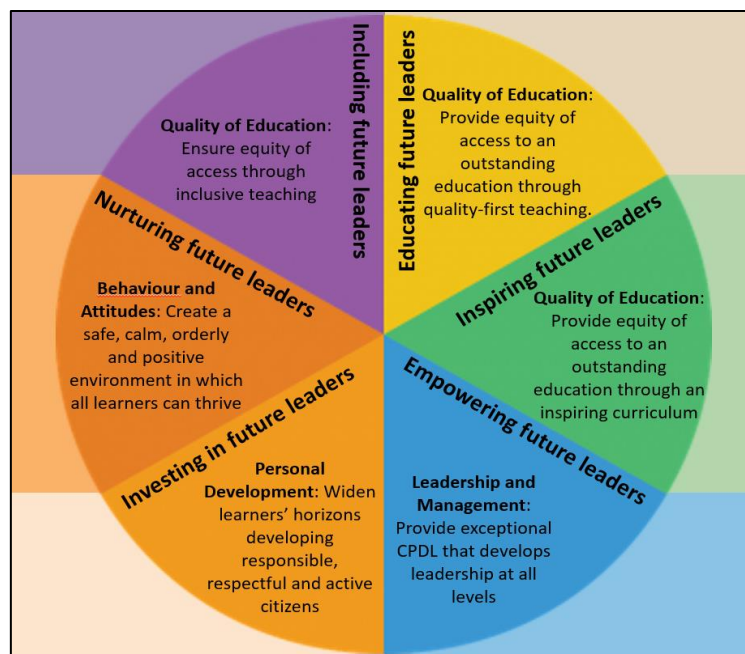
An introduction to Desborough College from the Headteacher

Welcome to Desborough College and our thriving school community. Whilst we have a mixed sixth form, we are proud that ours is an all-boys comprehensive school from 11-18 years of age. Our curriculum, culture and pedagogical approach reflect this. We have a clear vision and purpose. Successful candidates must continue to drive the development of an excellent all-rounded boys' education, with a continued focus on quality first teaching as we move forward in joining Pioneer Educational Trust.



Through our school moto: *Strenius Ardua Cedunt* – difficulties yield to diligence – and the Desborough Way we aim to develop character virtues and future leaders who are resilient, courageous and kind. We want to create global citizens who are curious about the world around them. We are passionate about educating and inspiring our students, nurturing their individual talents whilst recognising their different outlooks and experiences, and investing in their future success.

Our vision: Creating future leaders The Desborough Way



We understand that boys flourish when they are happy and have an enjoyment of learning both in and out of the classroom. Positive relationships between all members of the school community are forged and sustained through mutual respect, fairness, and compassion. We promote good and positive behaviours within our school and have adopted an approach of “disruption free” classrooms. Students care about their learning because they know that staff care about them as individuals. Students are encouraged to take pride in their efforts and their school.

We believe that educating the character of a young person through outstanding teaching, with the support of parents, stakeholders and the local community brings success that is life lasting and life changing. We believe that the success of the education we provide is measured not just by academic outcomes, but also by the success and fulfilment achieved through the breadth of our extra-curricular opportunities, and crucially by the character of the students who graduate from our school.

Our curriculum which includes sport, music, art and drama plays an important role in developing students through team work, collaboration and individual excellence. We pride ourselves on our sporting achievements and “punch” well above our weight against local schools and colleges. Our performing arts department showcases our students’ artistic talents and we want to build on our successes within music, art and drama.

We are committed to the well-being of our students and staff. Ours is a “listening school” where pupils and staff are encouraged to share concerns or worries. We have invested in a strong student support hub and in our safeguarding practices which creates a safe space and nurturing environment for our students. We have a vertical student council body and an active house system which is reflective and representative of our community. Through these platforms and other opportunities students are encouraged to take on leadership roles and have a voice within the school.

Desborough is a diverse school community. We have developed a strong ethos of inclusion through our curriculum, recruitment and school culture. We work together with staff, our 6th Form diversity champions and student body to celebrate the individual within an inclusive and caring environment.

Desborough has a growing widening horizons programme offering students the chance to experience a wide range of activities and experiences from trips, to Duke of Edinburgh, to talent shows! As we develop future leaders we also support and encourage students to think about their own futures, careers and opportunities. Our students go on to a wide range of universities, further education establishments, apprenticeships and jobs. We work with local universities, businesses and organisations to provide experiences and information and want to increase these opportunities and raise the aspirations of all our students.

We have an established partnership with Radley College, an all-boys independent school in Oxfordshire, which is based upon shared values and shared experiences. Specific focus is placed on sharing best teaching practices, developing coaching and leadership skills and creating opportunities for students to collaborate which is mutually beneficial.

Our staff are passionate and professional about their vocation and at Desborough we support and promote continuing professional development. We aim to ensure that all members of the teaching and support staff enjoy their professional experience through a supportive and engaging working environment which allows them to achieve fulfilment in their career. Desborough has a strong senior leadership team who have experience of the school and who have been part of Desborough for many years. We also seek to work closely with our stakeholders, including our Board of Trustees.

Above all we are ambitious. We are ambitious for our school, our students and our staff. We want to build upon our success as we move forward in partnership with Pioneer Educational Trust. We want to be the destination school for boys in Maidenhead and locally offering excellence in education, opportunities and aspirations, building character virtues, strong personal values and inspiring our future leaders through the Desborough Way.



Andy Murdoch
Headteacher

An introduction to Pioneer Educational Trust

Welcome to Pioneer Educational Trust. As Co-CEOs, we are proud to lead our family of schools and would like here to provide you with a short history of our organisation, our school improvement model and our ambitions for the future.

Our journey

Pioneer Educational Trust is a small multi-academy trust in Berkshire serving children and young people aged 3 to 18.

Pioneer Educational Trust (then Upton Court Educational Trust) was first established in January 2014 when Upton Court Grammar School in Slough sponsored Foxborough Primary School. Foxborough Primary School had, in June 2013, been put in special measures by Ofsted. In November 2016, Trevelyan Middle School joined Pioneer. Following a school improvement journey in both schools Foxborough Primary School was judged as a Good school by Ofsted in May 2019 and Trevelyan Middle School judged Good with Outstanding for Behaviour and Attitudes and Personal Development in October 2019 following twenty years of Requires Improvement judgements. Upton Court Grammar School continues to perform in the top 3% nationally for P8. We are incredibly proud of our schools' achievements and the strong relationships that exist between them.

"Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained." (Ofsted report, Nov 2019, Trevelyan Middle School)

"The MAT has played an instrumental role in supporting the school's improvement. The MAT has also wisely given the well-being and professional development of staff a high priority. This has helped to stabilise staffing after a period of some turbulence. Collaborative working with other schools within the MAT, and the provision of high-quality professional training and support, have led to sustained improvement." (Ofsted report, May 2019, Foxborough Primary School)

Who are we?

We are a values-led, evidence-informed organisation that acts in line with our commitment to provide all pupils with equal access to an outstanding education. Driving equality and celebrating diversity is at the heart of what we do - our schools are diverse learning communities with their own unique contexts and needs, which we celebrate and draw strength from.

Pioneer Educational Trust is outward-facing demonstrating a commitment to both the local and educational communities. A number of colleagues contribute to school improvement work across the boroughs and beyond. In addition, colleagues lead or engage with a wide range of networks locally and nationally, for example, Whole Education, DiverseEd, WomenEd, LGBTed, DisabilityEd and BAMEed, and local subject networks.

Pioneer seeks to shape the educational landscape and is unapologetic in promoting its core aims more widely.

School improvement

We invest in our workforce so that, in turn, the workforce invests in our learners. We seek to add value, not just act as another layer of monitoring and accountability. As such, our school improvement model is underpinned by a commitment to: inspire collaboration within, between and beyond its schools; provide exceptional system leadership; and, deliver wide-ranging, high-quality professional development opportunities that enable all colleagues to grow

professionally and personally. Our systems for monitoring and accountability are both humane and robust; they ensure that high standards are set and maintained, and treat professionals as professionals. We adopt a coaching 'way of being' and apply the principles of vertical leadership development through our policies, procedures and practices.

Continuing professional development

Pioneer Educational Trust aims to be the employer of choice as a result of its commitment to professional development for all staff, a positive and enriching working environment and outstanding leadership development opportunities. We invest heavily in professional development for all colleagues and seek to provide the proper conditions through which unimagined resources of creative human energy can be released strengthening the culture of self-responsibility.

What we offer

Pioneer Educational Trust provides a number of operational services to each of our academies. Managed centrally, by our Central Team, these are designed to help ensure the smooth running and operation of each of our academies. These services include Facilities, Health & Safety, Finance, IT and HR. Centralising core operational functions allows the leaders in our academies to focus on the teaching and learning environment, all the while knowing that there is team of specialists on hand to support and lead with the 'back-office' functions. Sharing these services across our Trust provides financial security for our academies and while the Director of Finance has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency, at local level, schools still make decisions about how they spend their own budget.

Where next?

This is an incredibly exciting time to be joining our organisation! We have embarked on a three-year strategy that seeks to pioneer and push the boundaries beyond that of a typical trust. If successful, you will be instrumental in realising these ambitions alongside us.

If you believe in driving equality, usualising diversity and championing inclusion, if you want to challenge socio-economic disadvantage and make a lasting difference to our community, if you believe in the power of collaboration and seek to invest in your own and other's continuing professional growth, then Pioneer Educational Trust may very well be the trust for you.

Antonia Spinks & Eddie Neighbour
Co-Chief Executive Officers
Pioneer Educational Trust





Desborough College – Job description

Job title	Assistant Headteacher (exact areas of responsibility to be decided based on skills and experience)
Line managed by:	Headteacher/Deputy Headteacher/Senior Assistant Headteacher
Leadership Point:	L10-14

JOB PURPOSE

- Collaborate with the Head & Senior Leadership Team, and where delegated take a lead on developing and implementing strategies for
 - enhancing student achievement through effective learning & teaching
 - assessing and tracking student achievement and engagement
 - analysing data regarding student achievement and other outcomes
- Provide professional leadership and management of your designated areas of responsibility, raising standards of learner attainment, achievement and well-being through monitoring and supporting learner progress across curriculum and pastoral structures of the school in accordance with strategic plans
- Collaborate with the Headteacher & Senior Leadership Team in providing professional leadership for the school that secures its success and improvement, ensuring high quality education for all its students and improved standards of learning and teaching
- Support the ethos and aims of the school, contributing to the work of the school, as appropriate

KEY AREAS OF IMPACT

Strategic Direction:

- Support the vision, ethos and policies of the school and promote high levels of achievement;
- Support the creation and implementation of the school's strategic and development plan and to take responsibility for appropriately delegated aspects of it;
- Contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's strategic and development plan;
- Support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing them;
- Be a full and active member of the school leadership team and as a member of that team, take a full role in the consultative processes of the school and encourage all staff to fully participate in those processes;
- Monitor and evaluate the performance of the school and its achievements, responding and reporting to the Headteacher as required;
- Work with other members of the leadership team to gain an understanding of the full curriculum experience of students as they progress through the school and assist in the monitoring and evaluation of that experience;
- Contribute to establishing the core values of the leadership team and their practical expression;
- Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives;
- Establish good relationships, encourage good working practices and support & lead teachers;
- Plan, organise and chair meetings, as appropriate;
- Take responsibility for aspects of day to day leadership of the school (e.g. timetables & duty rotas, serious behaviour incidents (e.g. responding to parents, end of day procedures, etc.) as directed;
- Deputise for the Senior Assistant Head or Deputy Head, as appropriate;
- Monitor standards and ensure effective systems are in place for Quality Assurance;
- Liaise with the Governors, when appropriate, to facilitate their overview of school management;

- Create, maintain and enhance effective relationships with all stakeholders including parents;
- Lead a team of teachers and/or support staff as required;
- Lead and/or participate in staff training;
- Lead detention, as required;
- Lead assemblies, as required;
- Develop links with Governors, LAs and neighbouring schools.

Main areas of responsibility:

- Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods;
- Take a role in supporting the monitoring and evaluation of teaching and learning across the school and contribute to the completion of the SEF and the development of development plans;
- Have an understanding and overview of Assessment and Reporting Procedures including data analysis and reporting to Governors/trustees;
- Contribute significantly to the value-added/progress analysis of a range of performance data for students within your designated area(s) of responsibility, using this to inform development planning;
- Contribute to the design and development of a curriculum provision for students within your designated area(s) of responsibility to reflect personalisation, assessment for learning and skills development, including monitoring, evaluating and reviewing as appropriate;
- Work with the other members of the SLT in providing a curriculum for spiritual, moral, social and cultural development of all pupils;
- Work with the other members of the SLT in ensuring appropriate pastoral care and guidance for all in accordance with the school vision;
- Work with the Headteacher in promoting a school ethos which extends opportunities for learning and encourages extra-curricular activities;
- Lead by example as a teacher and as a leader, achieving high standards of student attainment, behaviour and motivation through ensuring effective teaching and learning;
- Assist with monitoring the quality of teaching and learning, in line with the school policy. This includes lesson observations, learning walks, student voice, monitoring of short, medium & long term planning and scrutiny of students' work;
- Assist with the planning, implementation and evaluation of Trust Reviews;
- Review long term planning to ensure coverage, progression and a range of learning experiences throughout the school;
- Take responsibility for the implementation and monitoring of the behaviour policy;
- To oversee and monitor the behaviour, learning and progress of students, to analyse and act on achievements and negative behaviour in an effective and timely manner;
- To communicate the highest expectations of behaviour and consistently and effectively implement the school's behaviour management policy and procedures;
- Oversee aspects of the school organisation and management, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered;
- Work with the other members of the SLT in the co-ordination and organisation of out of school learning activities;
- Support staff to meet personal and professional targets.

Leading and Managing Staff:

- Contribute to good leadership practice by ensuring positive staff participation, effective communication and procedures;
- Participate in the recruitment and selection of teaching and support staff as required and ensure effective induction of new staff in line with school procedures;
- Maintain positive and professional relationships with individuals and groups including staff unions and associations;
- Support Heads of Department and middle leaders within the context of school policies, in relation to working practices and relationships to be fostered with pupils, including those relating to behaviour, discipline and attitude;

- Manage innovation and change;
- Plan, organise and chair meetings as appropriate;
- Lead groups of staff in development activities, delegate appropriately and evaluate outcomes;
- Participate in the arrangements for the appraisal of the performance of staff, both teaching and support.

Quality Assurance:

- Monitor the implementation of school policies and ensure nationally-determined priorities are addressed as appropriate;
- Work with other leaders to establish common standards of practice, promoting strategies for the development of effective teaching and learning across subject areas;
- Evaluate the quality of teaching and standards of achievement suggesting targets for improvement for students in your designated area(s) of responsibility;
- Monitor, evaluate and review practices for setting targets for your designated area(s) and support middle leaders and teachers in working towards their achievement;
- Oversee the completion of reports for your designated areas of responsibility;
- Support subject leaders with the evaluation of student progress and achievement;
- Attend meetings of and report to the Governors/trustees as required;
- As directed by the Headteacher, liaise and work in partnership with Local Authority officers and support services to include monitoring and evaluation of the school;
- Work with staff to establish common standards of practice, promoting strategies for the development of effective teaching and learning, and of behaviour management;
- Monitor the quality of communications and information including reports, letters, website and other marketing tools, as directed.

Resource Management:

- Support the establishment of priorities for expenditure across the whole school and within departments;
- Work with the Headteacher to ensure the security, maintenance and cleanliness of the school and its surroundings in accordance with regulations and governing body responsibilities under Health and Safety and other relevant legislation and as directed by the Headteacher;
- Work with the Headteacher to ensure that the external agencies and services contracted to the school operate efficiently and effectively;
- Support the Headteacher in the appointment and deployment of staff to make most effective use of their skills, expertise and to ensure that all staff have a clear understanding of their roles and responsibilities;
- Monitor and control the use of resources including financial.

Professional competence and behaviour:

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

Ethical standards and integrity:

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equality of opportunity, diversity and inclusion;
- Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

KNOWLEDGE AND SKILLS

Assistant Head of Schools should demonstrate knowledge and understanding of:

- Statutory frameworks
- School improvement and effectiveness strategies including the process of school self-evaluation (inc. appraisal and SEF);
- Principles and practices of effective teaching and learning;
- Principles and practices of monitoring, assessment and evaluation;
- Processes and systems for quality assurance and quality improvement;
- Principles and planning of effective leadership and management of change;
- Principles of curriculum planning;
- Principles of cross-curricular planning and delivery;
- The application of ICT and digital technologies;
- Health and safety issues;

SAFEGUARDING

Desborough College is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and young people to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service checks.

ADDITIONAL NOTES

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but in consultation with you may be changed to reflect or anticipate changes in the job commensurate with the grade and job title.



PERSON SPECIFICATION – Assistant Headteacher

Qualifications	Essential	Desirable	Tested
Degree and Qualified Teacher Status	✓		Application
Enhanced DBS	✓		Application
Leading CPD with other schools / agencies		✓	Application
Evidence of sustained participation in professional development, especially a school management programme or similar. Experience of leading effective professional development.	✓		Application
Experience, skills and knowledge	Essential	Desirable	
Classroom teaching experience across the secondary age range	✓		Application/Interview
Experience of leading a major school improvement programme which has had significant impact on improving teaching and achievement	✓		Application
Experience of school to school improvement initiatives		✓	Application/Interview
Taught in at least two schools for at least 3 years at each		✓	Application
Experience of a wider range of schools and other educational establishments		✓	Application
At least three years' experience as a Middle Leader in Secondary school. Successful experience of: - strategic planning; - appraisal; - staff development		✓	Application/Interview
Successful experience of school / community development and work with outside agencies or partners		✓	Application/Interview
Experience of working with external partners to enhance educational opportunities		✓	Application/Interview
Knowledge and understanding of the statutory requirements for education and the OFSTED Framework. Familiarity with national policy and the implications of academy status	✓		Application/Interview
Understanding of effective strategies to improve teaching and manage performance. Knowledge of effective actions to improve progress of vulnerable groups and prepare pupils to live in a culturally diverse society. Understanding of Spiritual Moral Social and Cultural development	✓		Application/Interview
Experience of implementing strategies to promote respect and understanding. Experience of evaluating SMSC development		✓	Application/Interview
Know the characteristics of an effective school and strategies to raise pupil achievement, effectively manage behaviour and improve attitudes to learning. Knowledge of how to maximise progress for pupils with SEND. Understanding of how to set targets and measure value added, progress and attainment	✓		Application/Interview
Experience of working in a school to school context to raise standards and improve provision		✓	Application/Interview

Understanding of how to develop a curriculum which is broad and balanced and meets the needs, aptitudes and interest of pupils. A good understanding of assessment, recording and reporting and how it is used to raise achievement	✓		Application/Interview
Experience of leading curriculum development across the age range of the school and working with external partners to support this process		✓	Application/Interview
Understanding of the role which can be played by parents and the community to improve learning and standards	✓		Application/Interview
Experience of working directly with parents to raise standards and involvement with the local community		✓	Application/Interview
Ability to lead, provide a clear vision, inspire and command respect. Understands and takes account of the longer term direction of education and learning. An incisive and clear strategic thinker. Ability to motivate pupils and staff, delegate responsibility, set high standards and provide a focus for improvement. An ability to make high quality decisions based on the analysis and interpretation of relevant data and information and reach logical and unbiased conclusions	✓		Interview
Personal impact and presence		✓	Interview
Ability to prioritise for self and others. A practical ability in coaching and developing others in order to improve performance and promote career development. The ability to establish and use monitoring systems, including Ofsted criteria to determine progress and measure the effectiveness of process and outcomes. Ability to manage underperformance. Resilience under pressure	✓		Interview
Able to establish and develop good relationships with all involved in the school. A keen awareness of the impact of own behaviour on others and the ability to respond appropriately to achieve results. Commitment to the school's wider community, other educational establishments and the LA	✓		Interview
Ability to express ideas clearly and concisely in writing and orally. Competent in the use of ICT. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and resolve conflicts	✓		Application/Interview
Positive and energetic approach to work	✓		Interview
Commitment to the professional and career development of all staff, teaching and non-teaching.	✓		Interview
A commitment to actively promote an inclusive ethos for the school	✓		Interview
Commitment to equality of opportunity and meeting the needs of all pupils.	✓		Interview
Played leading role in establishing a staff development programme.		✓	Application/Interview
Evidence of effectively managing a fully inclusive system.		✓	Application/Interview
Understanding of the need to provide and promote positive role models.	✓		Application/Interview



Why work with Pioneer Educational Trust?

Through our WorkWell Pledges, we place workload and wellbeing is at the centre of Pioneer Educational Trust.

We offer our staff the following benefits:

- Excellent ongoing CPDL
- Priority admission for children of staff
- Cross phase opportunities for career progression
- Free on-site car parking
- Interest free travel to work loans
- Free counselling and legal advice for all staff through an Employee Assistance Programme
- Enhanced employer pension contributions via excellent Defined Benefit Pension Schemes
- Enhanced leave of absence including maternity / paternity / adoption leave schemes and leave for religious observance
- Enhanced parental bereavement pay
- Corporate eye care scheme
- Lunch for staff at cost price
- Complementary tea, coffee, milk and sugar throughout the school day
- Free annual seasonal flu vaccination
- Reward gateway with access to savings and discounts across a number of retailers and services
- Long service recognition; first milestone being 3 years
- Additional time during the school day to facilitate professional development
- Pay policy for support staff which is linked to teaching staff to ensure all staff are treated equitably
- Annual calendar of events shared with all staff at the start of the year which includes calendared 'No Meeting Weeks' and two-week October half term
- No gradings of lessons or individuals
- Annual charity challenge providing staff with an opportunity to challenge themselves while raising money for charity
- Generous, flexible approach to family commitments such as children's assemblies, sports days etc
- Email protocol to protect time outside of the school day
- Early finish for teaching and non-teaching staff at the end of each long term