



Olive Academies

Deputy Headteacher

Olive AP Academy – Nene Valley, Wisbech

- £65,286 - £72,162
- Teachers' Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit the academy, please phone 01945 479704

[Apply now](#)

Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.

About Olive AP Academy – Nene Valley

We are an alternative provision academy based in Wisbech, North Cambridgeshire, educating up to 52 children for whom mainstream education has not worked. Students start with us at different points in the academic year, mostly in years 10 and 11 but also some in year 9, following permanent exclusion from their mainstream school.

Our students come to us disadvantaged and disenchanted with education. Our role in their lives, for the short time that we have them, is to re-engage them with learning, to broaden their outlook and to help them see a future for themselves, and develop the character skills that will enable them to be successful in their lives beyond school.

It is an exciting time to join us, as we are in the process of developing a truly alternative education experience for our students, focusing on three main curriculum areas: core academic, vocational and personal development. We offer GCSEs in the core subjects, a wide range of vocational qualifications and a strong outdoor education programme, which enables students to challenge themselves and work together in different situations. This is supported by a comprehensive PSHE/RSE programme to teach students the knowledge they need to make informed choices related to their emotional and physical wellbeing, and to prepare for a greater degree of independence.

We are looking for someone who can bring our core values of conviction, determination, ambition and reflection to their work in the classroom and wider school life, and to develop those values in the children we support.

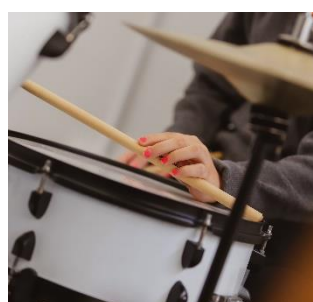
Working in alternative provision can be challenging, but the rewards are significant, and our small size means each member of staff plays a really important role in educating (in the fullest sense) vulnerable children and young people.

If you think you have the skills and experience to be part of our journey, we would love to hear from you.

Thank you for your interest.

Ryan Kelsall

Executive Headteacher



Deputy Headteacher

Olive AP Academy – Nene Valley



Olive AP Academy
NENE VALLEY

“We are all here to educate the children in the fullest sense. Our work is **child-centred** and that is the perspective that we all share.”

“There is nothing better than helping a disengaged student become **passionate about their learning.**”

“The team is what makes Olive AP Academy – Nene Valley a **brilliant place to work.** At every level, and in every role, we are there to **improve the life chances of our students.** I have worked here as a classroom teacher and as a senior leader and in both roles I have been **supported from all directions.**”

“Knowing that you are **genuinely making a difference** to students’ lives and future life chances is **hugely motivating.**”

“The students we work with may be some of the most challenging but when **they start to believe in themselves** and you see them **grow resilience, empathy, compassion** and truly start to have **positive aspirations**, well that is simply **the best feeling ever!**”

Job description

We are looking for a Deputy Headteacher who will:

Core Purpose

The Deputy Headteacher shall carry out the professional duties as described in the School Teachers Pay and Conditions Document. The Deputy Headteacher will deputise for the Headteacher and step into the Headteacher's role and responsibilities as necessary.

The Deputy Headteacher will work collegiately, as a key part of the Senior Leadership Team under the direction of the Headteacher to support, challenge and influence the key stakeholders to realise the strategic vision of Olive Trust – Nene Valley.

The Deputy Headteacher will ensure that the strategic vision for their areas of responsibility and beyond are a reality at Olive Academy – Nene Valley.

They will work with, and line manage the middle leadership and direct their work within the Academy. The Deputy Headteacher will have specific responsibilities and line management but will work flexibly as the needs of the academy emerge and develop.

Qualities and Knowledge

- Working with the Leadership Team to develop the shared vision and strategic plan for their areas of responsibility.
- Write and implement coherent action plans around their area of responsibility.
- Articulate both strategic vision and the operational needs with conviction and clarity, so that the academy leadership teams, staff and students understand the direction of school improvement.
- Sustain a current knowledge of developments in strategy, thinking and practice in their key areas.
- Take responsibility for their own professional development by actively engaging with and seeking opportunities for learning and development.
- Plan strategically the steps needed, in their areas, on Olive Academy – Cambridge's journey to Outstanding.
- Plan, implement, monitor and evaluate the impact of work within the key responsibilities.
- Articulate the academy's strategic development plan with clarity and conviction to outside audiences such as the Progress Board, LA representatives, DfE and OFSTED.
- Maintain documents which track and evaluate progress.

Students and staff

- Work with the leadership team and staff to ensure the successful implementation of the Academy improvement plan.
- Demonstrate effective leadership and coach teachers and learning mentors to engender best practice.
- Line manage staff providing them with support and challenge to instil a strong sense of accountability.
- Demand ambitious standards for Olive Academy – Cambridge students to positively improve their life chances.
- Model creativity, integrity and resilience, with a mindful view of their own wellbeing and that of those around them.

Systems and Process

- To be accountable for promoting and safeguarding students' welfare and personal development as part of a departmental and school approach.
- Attend all SLT meetings with prepared and planned details relating to previously agreed actions and responsibilities.
- Ensure that all students have personal support plans in place (learner profiles and safety plans).
- Review the progress of all students in line with induction starting points.
- To ensure that attendance policy and protocols are robustly adhered to by all staff and specifically admin staff.
- Ensure PIPs are monitored in line with trust policy.
- Ensure staff are line managed in line with agreed times as directed by the Head of Academy.
- Liaise with external partners for careers and the benchmarking of Gatsby benchmarks.
- Meet and manage the inclusion team daily and at regular agreed times so that daily behaviours are monitored, actioned and further plans established.
- Meet and manage the Outdoor learning lead so that activities are planned, risk assessed and tracking documents are completed.
- Work in partnership with the trust OL lead to ensure quality assurance processes are maintained and followed.
- Modelling effective leadership of key teams where appropriate and monitoring the performance of these teams.

Leading School Improvement

- Always striving to present the shared vision and values of the Cambridge SLT team to establish the principles of the team.
- Forge links with mainstream Cambridge schools, Trust leads and the Local Authority with a view to sharing best practice and finding CPD opportunities for Olive Academy – Cambridge staff.
- Champion best practice in their given area and create opportunities for Olive Academies to work with other schools and organisations.
- Inspire, challenge, motivate and empower others to attain ambitious outcomes.

Person Specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

Qualifications and Training

First degree or equivalent	A	Essential
DfE recognised qualified teacher status or Qualified Teacher Learning and Skills status	A	Essential
Evidence of CPD which enhances classroom practice	A	Desirable

Experience

Evidence of recent successful classroom practice	A	Essential
Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice. Lessons are consistently judged to be good or better	A, I	Essential
Effective and systematic behaviour management – experience of using de-escalation techniques in a school setting; experience of maintaining clear boundaries and using sanctions, praise and rewards	A, I	Essential
Experience of using assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes	A, I, T	Essential
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs	A, I	Essential
Experience of working collaboratively with others	A, I	Essential
Experience of SEMH pastoral /student support	A, I	Desirable

Knowledge

Detailed knowledge of the KS3/4 curriculum	A, I	Essential
A solid understanding of a range of teaching and learning strategies and a good understanding of current pedagogical thinking	A, I	Essential
An understanding of disadvantage and working in challenging environments	A, T, I	Essential
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	A, T, I	Desirable
Up-to-date knowledge of specialised curriculum for children with SEMH	A, T, I	Desirable

Skills and Abilities

Strong analytical, strategic, interpersonal and thinking skills	A, T, I	Essential
Ability to teach KS3 and KS4 across subject, age and ability range	A, T, I	Essential
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups (pupils, parents and carers, colleagues, external agencies, wider community etc.)	A, T, I, R	Essential
Ability to reflect and self-evaluate	A, I, R	Essential
An understanding of expeditionary learning	A, I	Desirable
A track record of being an excellent classroom teacher with the ability to model best teaching and learning practice across the academy	A, I, R	Desirable

Personal Aptitude

Personal and professional resilience in the face of challenging situations	A, I, R	Essential
Self-motivated, productive, diligent, and thorough	A, I, R	Essential
Commitment to an open, collaborative style of management	I	Essential
Concern for the development of colleagues and members of the wider school community	I	Essential
Commitment to your personal and professional development and that of all staff	A, I	Essential
Convinced of the transformative nature of excellent education	A,T, I	Essential
Empathy with the needs of children	A,T, I	Essential
Commitment to the safeguarding of vulnerable young people	I	Essential
A personal commitment to promoting inclusion, diversity, and access	A, I	Essential
A commitment to the vision, values, aims and objectives of Olive Academies	A, I	Essential

Transform young lives with Olive Academies Trust

Thank you for your interest in working with Olive Academies.
We look forward to receiving your application.

[Find out more and apply.](#)

   oliveacademies.co.uk