

Rayner Stephens
HIGH SCHOOL

Deputy Head / Senior Deputy Head

Recruitment Pack



Welcome

From the CEO and Executive Principal

On behalf of the Trustees and Local Governing Body Members I would like to thank you for your interest in the post of Deputy Head at Rayner Stephens High School.

Following the relocation of one of the current Deputy Heads', Stamford Park Trust is looking to appoint a committed and inspirational leader with the proven qualities to drive improvement and change the life chances of those students who attend Rayner Stephens High School.

Rayner Stephens High School was established in 2017, post academisation, and was formally known as Astley High School. The school joined Stamford Park Trust, a Multi-Academy Trust established by Ashton Sixth Form College, in January 2021 at the same time as Longdendale High School. The school is located in Dukinfield and serves the local community. It is situated 8 miles to the east of the city of Manchester and within easy commute from most of the North-West region. The last Ofsted inspection in February 2020, prior to joining Stamford Park Trust, rated the school as inadequate overall. The school has been on a journey of improvement both in the quality of provision and in the development of facilities with £1.4 million building project starting in 2021.

Rayner Stephens High School is at the beginning of an exciting improvement journey. Stamford Park Trust is committed to creating an outstanding quality of education and a culture of ambition and learning at Rayner Stephens High School through collaboration and innovation. The appointed Deputy Head would be supported by the Head of School, Mr Martin Davies and the Executive Principal (Secondary), Miss Melanie Wicks and will become an important member of the Trust. The Trust is committed to the development of all members of staff through tailored CPD and support.

Rayner Stephens is a highly inclusive school and holds the Inclusion Quality Mark 'Centre of Excellence' for the level of provision provided. Currently, the school has just over 600 learners on roll which provides the opportunity to create a strong community where all of our students are known as individuals.

If you have a commitment to excellence, aspiration and a strong focus on improvement, we would like to hear from you. Applications will be assessed against the requirements set out in the job description and person specification. We will also expect to see evidence of a good fit with the culture and ethos of the Trust as outlined in our strategic plan.

Stamford Park Trust offers a number of benefits for employees including discounted gym membership, free parking, well-being activities, access to an Employee Access Programme and strong investment in personal and professional development through an extensive CPD programme.

Once again, thank you for your interest in this position. We look forward to receiving your application.

Yours sincerely



Anton McGrath
CEO Stamford Park Trust



Melanie Wicks
Executive Principal

Welcome

From the Head of School

I am extremely proud to be able to offer a warm welcome and to thank you for your interest in the Deputy Head position at Rayner Stephens High School.

We are a school at the heart of our community, with our school name honouring one of Dukinfield's heroes. Our school is a warm and caring community for all learners. We celebrate all of our learners' achievements and believe strongly in providing an environment where all young people are able to thrive.

I have served here as Head of School since September 2021 and have been massively impressed with the ambition and support from Stamford Park Trust and the staff within the school. Every day, I find work at Rayner Stephens exciting, challenging and hugely rewarding. I am delighted that every member of staff here is committed to providing the best opportunities and experiences to enable all students to flourish, achieve their full academic potential and develop as confident individuals.

We are an inclusive 11-16 school, part of the family of schools that make up the Stamford Park Trust. Our core purpose is to support learners of all abilities and backgrounds to develop high aspirations, believe in themselves and achieve their full potential. We expect all students to work hard and aim high in order for them to succeed academically and personally. Our whole school community has much to be proud of. We value our students as our greatest asset and encourage student leadership and student voice so they can be fully engaged in all aspects of the school.

For the successful candidate, our school will offer a fantastic chance to work with a collaborative and passionate staffing body and dedicated and extremely talented senior leadership team, who wholeheartedly understand school improvement and focus on the things that matter.

The best way to get a real flavour of our school is to visit us. Senior Leaders, including myself as the Head of School, are in and amongst the school all day supporting students and staff. Consequently, I am able to facilitate visits in the school day. If you wish, for a tour with myself, then please contact my PA, Mrs Thirza Partovnia who will help you arrange this on 0161 338 2374 or by emailing t.partovnia@rshs.spt.ac.uk.

Candidates selected for interview will receive further information about the process to help them prepare for the interview. I would also strongly encourage you to visit our website at www.raynerstephens.org.uk.

After reading the supporting job description and information pack, I hope you will pursue an application for this wonderful and rewarding role. In the meantime, I very much look forward to hearing from you. I do understand the amount of time that goes into preparing an application, so thank you in advance for thinking about joining our team.

Please send your completed application to t.partovnia@rshs.spt.ac.uk. The closing date for receipt of application is midday Thursday 9th December 2021; interviews are then scheduled to take place shortly after this date.

Yours sincerely



Martin Davies
Head of School

About Us

Stamford Park Trust

Stamford Park Trust was established as a Multi-Academy Trust in February 2019. The Trust initially comprised of one educational institution, Ashton Sixth Form College, which converted from a designated Sixth Form College to a 16-19 Academy on the same date.



The College was joined by two 11-16 High Schools in January 2021 with Longdendale and Rayner Stephens High Schools transferring into the Trust.

The Trust's Vision and Mission The vision for Stamford Park Trust is Excellence and ambition for all. In meeting our vision to provide excellence and ambition for all, we will:

- Establish a dynamic Trust capable of building on its success, extending its influence and making a significant contribution within Greater Manchester
- Establish Academies which are centres of excellence and innovation for leadership, teaching and learning and collaboration
- Support the development of a coherent curriculum which supports strong transition to the next phase of education and prepares all for the next stage of their life
- To encourage the realising of ambition and taking of opportunity
- Be driven by a moral purpose to transform the life chances and opportunities of all children and young people in the Trust
- Work in partnership and in collaboration with schools and colleges in the Trust to support their development as successful centres of excellence aimed at improving achievement for all
- Work in partnership with other schools, academies, and MATs in the Greater Manchester area to share ideas and promote excellence.



Our Values

- **Student centred and inclusive**
- **A culture of trust and respect**
- **A collegiate and collaborative approach to quality improvement and innovation**
- **Unashamedly aspirational for all**
- **A driver for social mobility**
- **Supportive yet challenging**

The vision of Stamford Park Trust has naturally evolved from the ethos and culture of Ashton Sixth Form College. It demonstrates our commitment to supporting young people in the borough and surrounding area from the age of 4 to 18, helping young people and adults to improve their life chances through improved outcomes. The mission is simple; to work collaboratively to improve the quality of teaching, learning and outcomes for all schools in the Multi-Academy Trust.

About Us

Rayner Stephens High School

Rayner Stephens High School was opened in 2017 when the school was first acadamisised. Rayner Stephens High School joined Stamford Park Trust, a Multi-Academy Trust led by Ashton Sixth Form College in January 2021. The school is located in Dukinfield and serves the local community, 8 miles to the east of the city of Manchester and within easy commute from most of the North-West region. The school has been on a journey of improvement both in the quality of provision and in the development of facilities with a £1.3 million building project due to be completed by the end of 2022.

Rayner Stephens High School is very proud of our students' achievements and the improvements that have taken place since it was established. We have a strong ethos of ambition and aspiration embodied throughout the school. Rayner Stephens is a highly inclusive school and holds the Inclusion Quality Mark 'Centre of Excellence' for the level of provision that we provide. We embrace the fact that we are a small school, currently just over 600 learners, and we value opportunities this provides to create a strong community environment allowing us to know all our learners and colleagues as individuals and value their uniqueness.

Our aim is to provide the highest quality teaching and learning for our students so they can reach their full potential. We strive to ensure that all students are supported to achieve their goals and open the doors to future opportunities. We provide a dynamic curriculum which engages, inspires and challenges all our students

All Students follow a broad and balanced curriculum in Years 7,8 and 9 which not only prepares them for their examination courses, but also develops their skills, talents and interests so that they are prepared for the next stage of their educational journey. Our teaching staff know our students well, and to promote the best learning, staff engage and enthuse students through a wide range of learning activities which promote progress, achievement and enjoyment.

Our aim is to ensure our students become independent, lifelong students equipped with the knowledge and skills they will need to become successful adults, both in the workplace and in their personal lives.

Rayner Stephens is a vibrant, caring and inclusive school. There is a strong ethos of genuine mutual respect, integrity and community spirit where everyone can feel safe, included and well supported in a caring and happy environment.

Our Inclusion Team is the heart of our school. We have our ASPIRE centre dedicated to supporting the academic and emotional well-being of all our students. Our inclusion team work with individuals, groups and families to remove any barriers to progress.

We have established strong professional values on the importance of good attendance, smart uniform, classwork and homework. We believe that our students learn best when they are happy and motivated and as such we ensure that we celebrate our students' achievements and reward their hard work and effort.



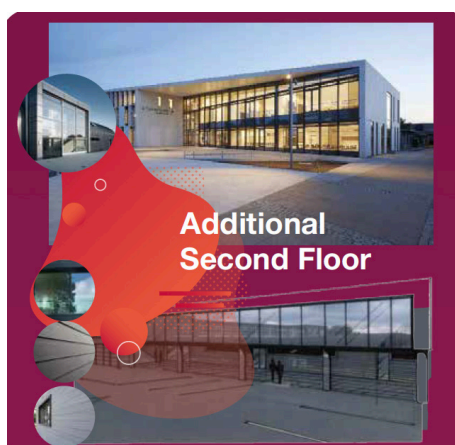
About Us

Rayner Stephens High School

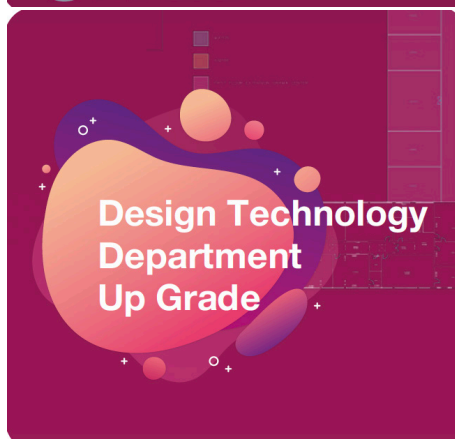
At Rayner Stephens High School we are unashamedly aspirational for all students. We believe that every child should flourish and enjoy their time with us. There are a variety of student leadership programmes which are provided every year, throughout all curriculum areas. These help students to develop professional working relationships with their peers and act as representatives of the school.

We link with local colleges, universities and leaders in industry to provide a comprehensive range of activities and opportunities to inspire our young people throughout their time at Rayner Stephens. Every student is encouraged to build upon their strengths and develop new talents. We are committed to

developing excellent partnerships and firmly believe that the skills, knowledge and expertise of those around us can be harnessed and developed for the benefit of our students and the wider community. Our aim is to secure strength in our partnerships, which will enable our students to access a wide variety of academic and enrichment opportunities.



Rayner Stephens High School has a state-of-the-art leisure facility for both student and community use 7 days a week. Our goal is to create that ultimate workout experience and use sport and physical activity as a driver for student health and well-being. Our award-winning community provision really shows the impact and importance of the school being a central hub site for sport, physical activity, health and well-being and community engagement. We have over 30 community clubs delivering a wide range of sessions each week for juniors and adults of all ability levels and activity preference.



A central aspect of our plan to reinvigorate and improve the student experience at Rayner Stephens High School is the redevelopment of the schools site to ensure that future students have access to the very best facilities for teaching and learning.

Stamford Park Trust, in collaboration with Tameside Council, is investing over £1.5 million in the next 18 months to turn this dream into a reality. Students will have access to some of the very best accommodation and resources available to support their learning and help them achieve their ambitions.



This is an exciting time to be part of the Rayner Stephens family as part of the wider Stamford Park Trust. We are very excited to have just completed work on creating new Science laboratories in the main body of the building allowing our students to benefit from state of the art facilities. We are also building additional classrooms by adding a Second Floor to a part of the school building. Students will then benefit from additional teaching spaces and a new modernised building providing a clean and modern environment.

The school will also benefit from planned upgrades within the Design Technology Department including replacements to heating systems, windows and lighting along with new resources for classrooms.

How to Apply

We would expect that all prospective candidates spend some time reviewing our website where a vast array of further information about our school exists. However, should you require any additional information about this post or would like an informal discussion or visit, please contact us on telephone number 0161 338 2374 or email Thirza Partovnia on t.partovnia@rshs.spt.ac.uk.

To apply, please email your completed application and recruitment monitoring form to t.partovnia@rshs.spt.ac.uk or send in the post for the attention of Thirza Partovnia, Head's PA.

All applications that have been submitted electronically will receive an email from the school confirming receipt. A call will be made and an email will be sent to shortlisted candidates with details of the interview process.

If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

Rayner Stephens is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is, therefore, subject to a satisfactory enhanced Disclosure and Barring Service application. We are an Equal Opportunities employer with excellent CPD provision.

Closing Date for Applications
12:00pm Thursday 9th December

Job Description

Deputy Head - Curriculum and Standards

This job description is additional to the basic duties outlined in the latest School Teachers Pay and Conditions document as they relate to Deputy Head teachers in accordance with the school's policies and under the direction of the Executive Headteacher and Head of School. A summary of the key accountabilities is outlined below.

General Information:

- This job description is current, but following consultation with you, may be changed by the Executive Principal or Head of School to reflect or anticipate changes in the job which are commensurate with the salary and job title. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- The post holder will be expected to participate in the school appraisal programme for teaching staff and to participate in appropriate staff training and development activities.
- Employees will be expected to comply with any reasonable request from the Executive Principal or Head of School to undertake work of a similar level that is not specified in this job description.

Reporting to:

- Executive Principal, Head of School and Governing Body

Core Purpose of the Deputy Head:

The role of Deputy Headteacher (Curriculum and Standards) is pivotal as we constantly strive to further improve the academic outcomes for all Rayner Stephens students. The role involves ensuring that our curriculum offer and high quality learning is at the centre of strategic planning and resource management. The role will also focus on the quality assurance of Curriculum Leaders to ensure that high standards of teaching, learning and assessment are maintained across all departments and impact on students' outcomes.

Key Responsibilities:

- To work as part of the senior leadership team in conjunction with the governing body to develop and implement the strategic vision for the school.
- To strategically lead the development of the curriculum to ensure consistency and outstanding outcomes for students across all subjects.
- To strategically lead T&L across the school to ensure students have the very best outcomes and reach the destination of their choice.
- To advise the Senior Leadership Team and Governors of significant curriculum developments and their implications for the work of the school.
- To identify and evaluate innovative teaching and learning practices to inform changes that may need to be made to the curriculum.
- To lead the T&L Covid Recovery element of the School Improvement Plan
- To review all departmental plans to ensure they are linked to the school's strategic plan, that they are forward thinking and contain exciting learning initiatives.

- To strategically lead whole school assessment procedures to ensure consistent and continuous focus on students' achievement, using data to monitor pupil progress.
- To strategically lead academic intervention to support the progress of identified students.
- To deputise for the Head of School as required, to be a member of the Senior Leadership Team and support the Head of School in the leadership of the school.
- To line manage AHT with responsibility for Teaching and Learning

Key Tasks:

- To work closely with the Deputy Head responsible Inclusion to strategically plan Alternative Provision for identified students.
- To line manage the Assistant Headteacher responsible for Teaching and Learning to ensure high quality outcomes for all students.
- To ensure academic intervention impacts significantly on student's progress and attainment
- To conduct regular reviews of departments, monitoring and scrutinising the outcome of the students through classroom observations, staff voice and student voice to ensure quality outcomes for students.
- To ensure that curriculum planning provides continuity and progression between Key Stage 2,3 and 4.
- To support the work of the Trust Data Manager giving direction and sustained emphasis to all aspects of data including Target setting and Timetabling.
- To oversee the development and embedding of appropriate assessment systems and an accurate assessment policy to ensure that assessments are rigorous and robust.
- To ensure that parents are kept well informed about the curriculum through a range of vehicles including Parent Information Evenings, Progress Reports and ClassCharts.
- To oversee Year 9 Options process

Person Specification

Deputy Head - Curriculum and Standards

No.	Categories	Essential/ Desirable	Application Form	Interview/ Task
Qualifications				
1.	Degree	E	•	
2.	QTS	E	•	
3.	Recent participation in relevant professional development	E	•	
4.	Master's degree or equivalent	D	•	
5.	Evidence of further professional development in the Leadership and Management of whole Academy improvement	D	•	
Experience				
6.	Successful and effective leadership in raising achievement and attainment	E	•	•
7.	Effective leadership and management of change	E	•	•
8.	Successful teaching experience at Key Stages 3 and 4	E	•	•
9.	Effective leadership of a team	E	•	•
10.	Leadership of a subject / year team	E	•	•
11.	Leadership of the development of literacy or numeracy	D	•	•
12.	Developing classroom practice to meet the needs of all learners including those who are most able and those who are SEND	D	•	•
13.	Experience of managing a significant budget	D	•	•
Abilities, Skills and Knowledge				
14.	Experience of using assessment data to identify underachievement and lead successful intervention strategies	E	•	•

15.	High level interpersonal skills	E	•	•
16.	Ability to lead effective student achievement and intervention programmes	E	•	•
17.	A clear vision and understanding of ways to remove barriers to learning	E	•	•
18.	Ability to communicate effectively in a variety of situations	E	•	•
19.	The ability to build and sustain effective working relationships with staff, students, Governors and parents / carers	E	•	•
20.	Ability to plan strategically	E	•	•
21.	Knowledge of current thinking in promoting the attainment of able students	D	•	•
22.	Knowledge of current thinking in utilising latest technologies to promote learning	D	•	•
23.	Knowledge of how to use Pupil Premium funding to bring about sustained improvement	D	•	•
24.	Experience of working within the Senior Leadership Team	D	•	•
25.	Experience of reporting to Governors	D	•	•

Professional Development

26.	Commitment to own professional development	E	•	•
27.	Evidence of leading successful staff development and training	E	•	•
28.	Evidence of recent training and development	D	•	•

Personal Qualities

29.	Pleasant and friendly manner	E	•	•
30.	Polite and punctual	E	•	•
31.	Reliable	E	•	•
32.	A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy	E	•	•
33.	Commitment to lifelong learning	E	•	•
34.	Flexibility and adaptability	E	•	•