



City Learning Trust  
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Chief Executive: Carl Ward  
Web: [www.citylearningtrust.org](http://www.citylearningtrust.org)

March, 2020

Dear Candidate,

**Re: Deputy Headteacher – Trentham Academy**

Thank you for your interest in the above post at Trentham Academy. We are seeking an experienced and exceptional leader with a proven track record of excellence to support the Headteacher and Academy Leadership Team to further improve this 11-16 Academy, a proud member of the City Learning Trust. This is an outstanding opportunity for the right candidate to take a pivotal role in helping drive the future of the Academy on its journey to becoming 'great'. You will work closely with the senior team to shape and deliver the vision and culture for excellence and lead the staff team to secure outstanding outcomes for every student.

Trentham Academy has a dedicated and talented team of staff who are committed to ensuring that the young people in its care are supported and nurtured to achieve the very best they can. Staff at Trentham work closely with other Academies in the Trust to improve outcomes and life chances for young people and enjoy a particularly effective relationship with CLT central staff, who work across all of the Trust's Academies.

If you want to work in a partnership of Academies committed to cooperation and collaboration; unlock talent and fulfill potential, then this post is just right for you. In return, you will be supported and encouraged to develop further and enjoy a long and rewarding career working across the City Learning Trust.

You will act as the lead professional at Trentham Academy and will have enjoyed a range of experiences to date that will have prepared you for this role. You will have a passion to further develop standards, pedagogy and practice across the Academy, will be child centered and able to inspire young people and staff to be the best that they can be.

You will join the Trust at an exciting time as we establish an international partnership with Singapore, Shanghai and Finland to share excellence whilst striving for 'great' culture and practice across our organisation. You will instill a commitment in staff to achieve the highest of expectations by supporting in the leadership of the day to day operations at Haywood to establish this culture throughout.

As Chief Executive Officer, I am proud to provide strategic leadership in line with the culture, ethos and values of the Trust and its member Academies. The Trust Board has unwavering expectations to deliver the highest quality education experiences and outcomes for the children and young people in its care.

If you are interested in having an informal conversation about this opportunity and/or wish to arrange a visit to the Academy please contact Marie Faichney, HR Director, who will arrange such (01782 853535). It would be helpful if the letter in support of your application is no more than 2 sides of A4. You may, if you wish, submit a CV with your application but not instead of it. Please send your application to [mfaichney@citylearningtrust.org](mailto:mfaichney@citylearningtrust.org).

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Carl Ward', is written over a white rectangular background.

**Carl Ward**  
Chief Executive Officer



## Appointment Procedure:

<b>Closing Date:</b>	12.00pm on 21 <sup>st</sup> April 2020
<b>Shortlist:</b>	22 <sup>nd</sup> April 2020
<b>Interview:</b>	28 <sup>th</sup> April 2020

### Trentham Academy - background and context:

Trentham Academy is a successful 11-16 Academy that provides high quality education for the young people of Trentham, and the surrounding area in Stoke-on-Trent.

It is a popular and oversubscribed Academy with approximately 750 students on roll. Between 11-16, each year group has 150 students on roll with 165 students accepted from September 2019 due to popularity. The Academy's 6th form provision is part of the City Learning Trust's City College and currently caters for pre-apprenticeship students based on site at Trentham Academy.

### City Learning Trust - background and context:

The City Learning Trust is a family of Academies sharing resources and expertise: united by our values, we place children first in everything we do. We believe in the power of collaboration and cooperation to unlock talent and fulfil potential. We want all children and young people within our Trust to be the best that they can be and are firmly committed to achieving our mission to create a world class education system for the communities we serve.

Children in the City Learning Trust have the best opportunities to develop their education and skills. They get the best start in life to help them gain employment in the future and to instil in them a desire for lifelong learning so they can adapt in an ever-changing world. In our Trust, education is linked up from 3 to 19, where skills and qualifications are allied to an increasing understanding of the value of continuous learning and social responsibility.

Our values are important to us and guide the work we do:

- **Ambition:** Our Academies aim to unlock the potential for all learners to achieve their dreams, hopes and aspirations.
- **Cooperation:** We value working together in teams, supporting each other, and sharing expertise and accountability to improve standards.
- **Commitment:** Our Academies are a family of Academies with a common bond, dedicated to the communities that they serve.
- **Creativity:** We encourage innovation and the use of imagination and original ideas in all our Academies.
- **Leadership:** We believe in listening to, inspiring and empowering our learning communities so that they can achieve their true potential.
- **Respect:** We value all people and organisations abilities, qualities and achievements, and operate using the principles of equality, equity and solidarity.

The Trust is on a journey from *Good* to *Great*. Through cooperation and collaboration, we develop sustainable partnerships that will provide a legacy for tomorrow's generation. This enables our member Academies to become greater than the sum total of their parts.

The City Learning Trust offers an individual and bespoke 100 hour professional development commitment for all teaching staff across the Trust. The Trust's talent strategy identifies future career pathways and enables specific



training and experience to equip colleagues for success in this area. This is facilitated via our individual professional development package which offers access to our professional development leave scheme and staff work attachment offers. Each year, staff are also invited to apply for professional development opportunities across the world through the international network opportunities established by the Trust Senior Leadership Team.

The City Learning Trust is a registered charity and a DfE sponsor. We have a range of strategic partners and work closely with a number of multi-Academy trusts to raise standards.



## Job Description: Deputy Headteacher

The Deputy Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Education Leaders and Education and Employment legislation. The Deputy Headteacher is accountable to the Local Governing Committee for the standards of achievement and the conduct, management and administration of the Academy, subject to any policies which the Department for Education or City Learning Trust may initiate.

The job description is based upon The National Standards of Excellence for Headteachers 2015 which sets out a useful preamble that is quoted in order to set a context for this job description.

*“Headteachers (or their deputies) occupy an influential position in society and shape the teaching profession. They lead professionals and significant role models within the communities they serve. The values and ambitions of Headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils’ achievement in the nation’s classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation’s schools”.*

## Job Purpose

To provide professional operational leadership and day to day management for Trentham Academy in partnership with the Headteacher and Academy Leadership Team to ensure that the vision, values and strategic leadership is of the highest order to secure excellence in all aspect of the Academy’s work.

## Core Responsibilities:

- Creating a shared vision and strategic plan that motivates all members of the Academy to strive for excellence.
- Improving the quality of teaching, learning and student achievement.
- Building a professional community that enables others to achieve, through effective relationships and communication.
- Providing effective organisation and management of the Academy.
- Ensuring the well-being of students and staff and equality of opportunity for all.
- Ensuring rigorous self-evaluation of all aspects of the Academy, leading to continuous improvement.
- Being responsible and accountable to the Local Governing Committee for all delegated matters.
- Manage financial resources effectively to achieve the Academy’s aims.
- Provide regular communication to parents of their child’s progress

## Shaping the future of the Academy

- Helping to develop a vision for the Academy which is clearly articulated, shared and acted upon by all. Translate vision into agreed objectives and plans to promote and sustain improvement.
- Motivate and work with others to create a shared culture and positive climate.
- Actively encourage innovation and the use of new technologies to deliver creative learning opportunities and encourage excellence.



### Leading teaching and learning

- Ensure a consistent and continuous Academy-wide focus on student achievement and progress.
- Ensure learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to teaching and learning aimed at inspiring and fully engaging students in their learning.
- Ensure a culture and ethos of challenge and support where all students can achieve success.
- Demonstrate and articulate high expectations and set challenging targets for all.
- Deliver strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum which helps all students to achieve and prepare them effectively for life beyond Trentham Academy.
- Implement an effective assessment framework and tracking systems which challenge underperformance and support continuous improvement through effective corrective action.
- Monitor, evaluate and review classroom practice and promote improvement strategies.

### Developing self and working with others

- Treat people fairly, equitably and with dignity.
- Build a collaborative learning culture within the Academy and work collaboratively with other Academies within the Trust and beyond.
- Coordinate effective planning, allocation and evaluation of team and individual work, ensuring clear delegation of tasks and devolution and responsibilities.
- Delegate appropriate responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and others, taking action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for your own professional development.
- Manage own workload and workloads of others, to allow work/life balance.

### Managing the organisation

- Create an organisational structure that reflects the Academy's values, and enable the management systems, structures and processes to work effectively in line with legal requirements.
- Produce, implement and allocate appropriate resources to evidenced-based improvement plans.
- Manage financial resources effectively and efficiently, ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
- Seek to recruit and retain staff of the highest quality; deploy and manage their workload to achieve the Academy's vision and education goals and priorities.
- Ensure effective induction, performance management and Continuous Professional Development (CPD) for all staff.
- Foster a culture which empowers staff, rewards success, promotes innovation and builds a strong and supportive team ethos.
- Manage and organise the Academy environment efficiently to ensure it meets curriculum needs, safeguarding and health and safety regulations.
- Seek ways to capitalise on opportunities.

### Securing accountability

- Fulfil contractual accountability commitments to the City Learning Trust.



- Develop an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Local Governing Committee to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the Academy's performance to audiences including Governors, parents and carers.
- Reflect on personal contribution to Academy achievement to take account of feedback from others.

### Strengthening community

- Demonstrate an active presence, engaging with staff, students, parents and the wider community.
- Work to develop and improve the Academy's standing in the community.
- Create and promote positive strategies for challenging prejudice.
- Collaborate with other agencies to provide for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and development.
- Seek opportunities to link with individuals and organisations, to enhance and enrich the Academy and its value to the wider community.
- Contribute to the development of the education system.
- Cooperate and work with relevant agencies to protect young people.
- Develop effective partnerships with other Academies.



## Person Specification: Deputy Headteacher

Attributes and Experience	Essential	Desirable
<b>Qualifications</b>		
Good degree	Y	
Teaching qualification	Y	
Higher qualification in education and/or management		Y
NPQH		Y
Participation in an accredited Academy/School leadership programme		Y
<b>Experience</b>		
Experience in at least two secondary Academies/Schools	Y	
Significant experience at senior level	Y	
Proven track record of raising educational standards	Y	
Experience of whole Academy/School curriculum planning, development and implementation	Y	
Experience of developing, implementing and managing effective whole Academy/School systems for monitoring students' progress	Y	
Curriculum and pastoral experience at senior management level		Y
Experience of working at a senior level in a Academy/School where significant improvement has been achieved		Y
<b>Shaping the future</b>		
Capacity to recognise and build on the recent improvements of the Academy/School and formulate a vision for innovation and further improvement	Y	
Comprehensive knowledge of current and future educational developments including collaborative partnerships between Academies/Schools	Y	
Experience of successfully leading change and inspiring others	Y	
Experience of leading and implementing continuing improvement	Y	
Helping to lead an Academy/School to achieve improved Ofsted judgements		Y
<b>Leading Teaching and Learning</b>		
Student-centred educational philosophy	Y	
Ability to lead by example and inspire high quality teaching and learning	Y	
Ability to inspire, demonstrate and support the highest of expectations for all students	Y	
Commitment to "Being the best we can be", and making a positive difference for every student	Y	
Ability to recognise outstanding classroom practice	Y	
Ability to model and demonstrate outstanding classroom practice	Y	
<b>Developing self and working with others</b>		
Ability to set appropriate and challenging targets	Y	
Able to make decisions and delegate appropriately	Y	
Commitment to the encouragement, empowerment and training of staff	Y	
Commitment to own self development	Y	
Commitment to working collaboratively with other Academies/Schools and stakeholders	Y	
Commitment to collaborative working with the Trustees	Y	



Awareness of the importance of work-life balance for all staff	Y	
<b>Managing the organisation</b>		
Capacity to build and manage high performance teams	Y	
Ability to use strong and effective management systems underpinned by clear communication	Y	
Ability to produce and implement appropriate improvement plans and policies	Y	
The ability to access, analyse and interpret a range of data	Y	
Commitment to developing strong links and partnerships with trustees, staff, parents, students, the wider community and other Academies/Schools	Y	
Experience and understanding of financial management and curriculum based budgeting	Y	
<b>Securing accountability</b>		
Ability to delegate responsibility with accountability	Y	
Capacity to sustain the ongoing improvement of results	Y	
Evidence of using performance management processes to secure improved outcomes for students and staff	Y	
Evidence of effective working with governing bodies and/or Academy trustees	Y	
Experience of demonstrating robust evidence of progress and improvement	Y	
<b>Strengthening community</b>		
Proactive approach to ensuring excellent communication with parents and carers	Y	
Ability to promote and develop outstanding links with the community	Y	
Evidence of developing positive links with feeder primary Academies/Schools and local secondary Academies/Schools	Y	
Experience of working with outside agencies to secure improved outcomes for students	Y	
Experience of business links	Y	
<b>Personal qualities and attributes</b>		
Passionate about education with a clear commitment to quality	Y	
A commitment to inclusion and "Achievement for All"	Y	
The ability to identify and establish the principles of an outstanding/exceptional Academy/School	Y	
A highly effective communicator	Y	
Firm and fair management style with interpersonal awareness and concern for impact	Y	
Can lead from the front, and lead by example with high professional standards	Y	
Dynamic and motivational	Y	
Has a sense of humour, a calm manner and retains an optimistic approach	Y	
<b>Safeguarding</b>		
Commitment to safeguarding and promoting the welfare of children and young people	Y	
Excellent understanding of statutory safeguarding requirements	Y	

