



GENERAL BACKGROUND INFORMATION

Walton High opened in 1999 with 120 Year 8 students. Since then the school has grown significantly and now has over 2,000 students on roll, including 300+ Post 16. The school has an excellent reputation and is consistently oversubscribed.

In November 2016, Walton High expanded onto a second campus that is two and half miles away from the Walnut Tree Campus at Brooklands. The Brooklands campus opened with 270 students across Years 7 – 9 and now has over 1,000 students in Years 7 – 11 and a small Post-16 which will grow year-on-year.

By 2024, both campuses will each have 1,500 students, including 250+ Post-16.

When both campuses are at capacity, Walton High will be the largest secondary school in the country, ensuring excellent opportunities for the career progression of staff.

A single system of governance, organisation, leadership and management operates across both campuses.

In 2011 the Governors of Walton High founded Milton Keynes Education Trust with the following aims:

Milton Keynes Education Trust Statement of Aims

The educational aims and objectives of Milton Keynes Education Trust (MKET) are based on our commitment to securing social justice through high quality education that promotes inclusion and embraces diversity.

The Trust aims to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

In this way we will bring out **the very best** in our children and young people.

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

The schools that are currently part of Milton Keynes Education Trust are:

- New Chapter Primary School, Coffee Hall, Milton Keynes
- Heronsgate School, Walnut Tree, Milton Keynes
- Kents Hill Infant School, Milton Keynes



The creation of the multi-academy trust has enabled more cross phase working and the schools within the partnership have pooled resources to provide additional educational services to support children's learning, e.g. Educational Psychologist, Education Welfare Officer and Speech and Language Therapists.

WALTON HIGH'S APPROACH TO LEARNING AND TEACHING

Walton High is committed to making personalised learning a reality. Our flexible and varied curriculum is an essential foundation for this, providing as it does personal learning pathways which are challenging, relevant and significant.

Personalised learning and teaching is a commitment to ensuring **all learners** reach or exceed expectation, fulfil early promise and develop latent potential. At the heart of personalisation is the expectation of participation, fulfilment and success. Personalised learning sets ambitious objectives, challenging personal targets, rapid intervention to keep students on trajectory and vigorous assessment to check and maintain progress.

Core components of personalised learning are:

Developing students' capacity to learn - by building the confidence and capacity of the learner and developing personal skills and strategies to enable self-management and self-direction

Teaching and Learning strategies that actively engage and challenge learners - Walton High's approach to lesson planning ensures all the key elements of outstanding learning are considered to enable quality first teaching

Assessment for Learning - the process of seeking and interpreting evidence to decide where students are in their learning, where they need to go and how best to get there



VICE PRINCIPAL

As a result of the growth of the school and opening of our second campus, Walton High is seeking an inspirational and motivational Vice Principal to join our senior leadership team.

Walton High, the founding school of Milton Keynes Education Trust, wants colleagues who wholeheartedly support our aims of enhancing and enriching the lives of young people by enabling them to make the most of outstanding learning opportunities within and beyond the curriculum, instilling an appreciation that there are no limits to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

The successful candidate will be an excellent leader who is ready for a new challenge; they will also be keen to make a difference for all students in a truly comprehensive setting. S/he will be an engaging, visible leader, one who will win the respect of staff, students and parents. The person appointed will be able to demonstrate strategic leadership and management skills and have the drive and ambition to take Walton High through its next stage of development. Above all the person will be energetic, resilient and good humoured.

Job description:

The Vice Principal will work with the Executive Principal and Principal to:

- Assist in the oversight and management of the day to day organisation of the school
- Actively participate as a member of the strategic leadership team and deputise for the Principal as and when required
- Ensure all teaching in the school is highly effective and students are engaged in outstanding learning experiences every day
- Monitor the quality of teaching and student learning through the analysis of performance data, lesson observation, learning walks, work scrutiny and student voice in collaboration with Assistant Principals and Middle Leaders
- Lead on improving outcomes for Disadvantaged Students and Looked After Children
- Implement strategies that ensure high standards of behaviour and promote positive attitudes to learning



- Recognise and reward student excellence and achievement and put in place appropriate support to overcome barriers to positive behaviour for learning
- Coach and mentor leaders and managers
- Design, direct and appraise the work of key staff working under the Vice Principal's immediate supervision
- Model the highest professional standards to staff and students
- Any additional duties that the Executive Principal may reasonably request for the effective leadership and management of the school

Depending on the skill set of the person appointed, specific responsibilities may include:

- Leadership and management of a Key Stage at one of the campuses
- Develop and implement strategy to raise attainment for all students, including the most able, disadvantaged and SEND
- Review, measure and report on the impact of strategy and outcomes for students
- Ensure there is an effective, accurate and robust assessment and reporting regime
- Analyse and report on the results of assessment, identify trends and implement action with staff, and parents in response
- Ensure that assessment data informs planning and sets targets to raise standards
- Ensure that students and parents are well informed about student attainment and progress and that a high quality reporting system is in place
- Strategic oversight of the professional development needs of the school and of individuals
- Lead and manage induction and professional development of ITTs and NQTS through the line management of the Professional Tutor
- To lead and chair Middle Leader meetings
- To lead on Trips and Visits
- To oversee the website
- To oversee Firefly - the Virtual Learning Environment



Person Specification

A = application | R = reference | I = interview process

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
Qualifications			
Good honours degree	✓		A
Qualified teacher status	✓		A
Evidence of continuing professional development	✓		A
Postgraduate qualifications		✓	A
Knowledge and Skills			
Clear working knowledge of curriculum development	✓		A R I
Ability to manage innovation and change	✓		A R I
Effective communicator at all levels	✓		A I
Strategic thinker	✓		R I
Ability to generate vision and influence others	✓		R I
Clear working knowledge and understanding of current Ofsted framework	✓		A R I
Teaching and Learning			
Ability to devised and implement strategies for raising achievement and intervention	✓		A R
Clear understanding of different models of teaching and learning	✓		A R I
Outstanding classroom practitioner	✓		R I
Clear understanding of assessment procedures	✓		A R
Ability to recognise and encourage excellent practice	✓		A I
Leadership and Management			
Recent experience in senior leadership	✓		A
Ability to develop, empower and sustain teams and individuals	✓		R I
An understanding of the principles of effective management, delegation and organisation	✓		A R I
Experience of whole school budgets and financial management	✓		A I
Ability to use data to support, monitor and improve outcomes	✓		R I



CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
Experience of effective school evaluation	✓		A R
Experience of successful collaborative working	✓		A R I
Flexible approach to working	✓		R I
PERSONAL QUALITIES			
Excellent interpersonal skills	✓		R I
High expectations and aspirations	✓		R I
Motivation and drive	✓		R I
Ability to work under pressure and meet deadlines	✓		R I

Walton High was established with the intention of innovating, continually drawing on best practice and being open-minded to new ideas and situations. We are genuinely interested in distinctive and dynamic methods of teaching and learning.

Dress Code

Principles

Walton High recognises the importance of personal appearance in setting high expectations and a positive tone. This is reflected in our Dress Code for staff and students.

Practice

All members of staff at Walton High follow a professional dress code. The formal standard of dress required of students has implications for how we as staff dress.

Male staff are expected to wear a jacket and tie when working with students in a classroom context. Similarly, whilst business suits are not essential for female staff, a similar level of smartness is expected. Extremes of fashion in clothes, hairstyle and jewellery should be avoided. In warmer weather the Principal may inform male staff that jackets and ties are not necessary. All staff should ensure that in warmer weather they are still suitably attired in smart professional dress, this means that flip-flops, short skirts and cropped tops / trousers and shorts should not to be worn.

General Requirements

All school based posts are defined as Regulated Activity and therefore the post is subject to an Enhanced with Barred List DBS check.

All employees are expected to share this commitment, to follow MKET's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

Commitment to uphold MKET's Equality and Health and Safety policies.

All staff must follow the MKET Code of Conduct.

All staff must have an understanding of the requirements of Data Protection and confidentiality in the workplace.