



**GREAT
HEIGHTS**
ACADEMY TRUST

Achieving excellence together

Welcome to Colne Valley High School where we are currently looking to appoint a new Deputy Principal to strategically lead 'Behaviour and Culture' across the Academy. This is an exciting time to join the Colne Valley Journey as we begin a new chapter in our history, preparing to join Great Heights Academy Trust.

Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect.



Deputy Principal Behaviour and Culture

CANDIDATE INFORMATION PACK

► Welcome

Dear Colleague

I am delighted that you are considering the position of Deputy Principal for Behaviour and Culture here at Colne Valley High School.

We are seeking to recruit a Deputy Principal who will strategically lead Behaviour and Culture for our secondary school. The successful candidate will have the ability to inspire, someone who has the drive and motivation to make a difference to the lives of young people. It is a unique moment in time to join our wonderful team.

I am thoroughly enjoying the role as Principal at Colne Valley High School and I am keen to build a highly effective, wider team in order to make further improvements and secure excellent progress for all of our students.

I strongly believe Colne Valley High School has an inspirational, positive, caring, and welcoming environment, where all students can achieve their full academic, personal, spiritual and social potential.

Everyone at Colne Valley High School strives to achieve our key aim of 'everyone exceptional, every day' and this role is integral to fulfilling the school's vision and supporting the shared RITA values.

We look forward to reading your application, best of luck to all.

Yours sincerely

Ms. Kate Smith

Principal



► Overview of the Position

The Trust Board are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in secondary leadership and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

The post would suit experienced leaders ready for the next stage in their leadership pathway. We want to hear from individuals who have the leadership qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating staff at all levels.

About the Trust

The Trust currently comprises of six primary schools; three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and two in Kirklees (Carlinghow Academy and Marsden Junior School). We currently have one secondary school (The Mirfield Free Grammar School) and another Kirklees secondary school due to join us imminently (Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our [Stakeholder Overview](#).

The successful candidates will join a highly collaborative network of leaders and managers. Each academy is different, reflecting the particular aspirations and leadership style of its Principal and local community needs.

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. DBS checks are required for all posts.

► Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

► We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

► Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations



Achieving excellence together



Our mantra across our partnerships embraces the following themes:

G Great teaching and learning opportunities for all in the partnership

R Real life opportunities to develop an understanding of the wider world

E Enthuse a love of learning and mutual respect

A Academic development to nurture potential for all

T Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.

English Hubs
Teamworks English Hub
@ The Greetland Academy



AA Teamworks
WEST YORKSHIRE SCITT

Mirfield Free Grammar Academies Trust (The MFG MAT) joining Great Heights Academy Trust (GHAT) - UPDATE:
Following public consultation processes The Mirfield Free Grammar and Marsden Junior School joined GHAT on 01/02/23. Colne Valley High School will be also joining GHAT in the near future.

JOB DESCRIPTION: DEPUTY PRINCIPAL - BEHAVIOUR AND CULTURE



(Colne Valley High School)

This is a really exciting time in the development journey at Colne Valley High School. Alongside the new Principal, Kate Smith, you will work together with a passionate and evidence-led leadership team to establish a strong and powerful culture across the Academy. We have already begun some excellent work in establishing effective routines and CPD. The next stage of the journey will embed consistency across the Academy with our RITA values at the heart of all our endeavours. This is a truly special school to work in with excellent staff-student relationships, extensive provision for wellbeing and learning support and a highly committed, evidence-engaged, determined team of staff. If you have high expectations of what all students can achieve, a commitment to and experience of implementing and improving whole school behaviour, we would love to hear from you.

Responsible to: The Principal

Role Outline

To work as a member of the Senior Team, defining, articulating and implementing the shared vision and values of Colne Valley High School. This is an integral leadership role in Academy improvement and the Deputy Principal is expected to demonstrate outstanding leadership skills in working with the Principal on the implementation of the strategic direction of the Academy and working with individuals and groups to ensure the provision of a high quality education for all students.

The Deputy Principal (Behaviour and Culture) is accountable for the behaviour and culture of all students as detailed below, leading the Behaviour and Culture team in establishing high standards, consistency and a strong, shared culture across the Academy. The Deputy Principal will also take on a number of other key roles commensurate with the seniority of the post.

Purpose of the Post

- To lead strategic and improvement planning for behaviour and culture across the Academy.
- To be accountable for the behaviour of all CVHS students.
- To lead in the creating, embedding and maintaining of a strong, shared culture across staff, students and parents.
- To ensure consistency and effectiveness of behaviour standards and routines across all staff and areas of academy life.
- To support, develop and hold to account the Behaviour and Culture leadership team and relevant staff, focusing on high standards of personal, social and academic development of students.
- To lead and manage the Academy as a member of the Senior Team.

Outcomes

Colne Valley High School students will:

- Share a common vision for a positive and collaborative school culture.
- Develop excellent personal, social and employability skills and appreciate the importance of these skills in the context of their progression and career aims.
- Demonstrate consistently excellent attendance and punctuality.
- Develop effective and independent learning habits and self-regulation.

- Demonstrate excellent attitudes to learning and motivation in school and at home.
- Respect each other, themselves, staff, visitors and the wider CVHS community.
- Be confident and self-assured.
- Be safe, and feel safe, at all times, including when online.
- Keep themselves emotionally and physically healthy.
- Develop an understanding of Prevent and know how to keep themselves and one another safe.
- Develop their understanding of Fundamental British Values and their role in society.
- Follow an effective and responsive behaviour curriculum enabling them to behave responsibly, maturely and independently in and beyond school.

Responsibilities (Deputy Principal: Behaviour and Culture)

- To define and align the whole Academy behaviour policy with a clear vision for an effective positive, embedded culture.
- To lead the self-evaluation of behaviour and culture.
- To ensure the establishment and maintenance of a caring, positive, safe and stimulating environment for all students.
- To consult and use the most appropriate evidence of effective practice in leading behaviour and culture in schools
- To lead on the development of a behaviour curriculum to proactively and effectively teach and model expected and habitual student behaviours
- To ensure the Academy's behaviour policies are up to date and are correctly observed by all staff and students.
- To lead and manage all teachers in their role using Academy behaviour procedures:
 - Providing a clear vision and direction, identifying key areas for improvement and planning appropriate actions to meet them.
 - Ensuring all teachers understand and are actively implementing the key aspects of the behaviour policy.
 - Take the lead on those areas of staff induction relating to behaviour and culture.
 - Lead on the training and development of staff in ensuring that they are consistent and effective in following CVHS routines and expectations.
 - Lead on the training and development of staff in using effective behaviour management strategies, such as de-escalation and trauma-informed practice.
- To ensure all students develop excellent personal, social and employability skills.
- To ensure that the behaviour, attendance and punctuality of students are outstanding.
- To monitor student behaviour, attendance and punctuality and, in consultation with key staff, embed clear and effective sanctions, interventions and rewards.
- To analyse and present behaviour data in a timely manner, working with colleagues and teams to identify appropriate actions and strategies.
- To audit and review behaviour in order to identify and drive improvements.
- To seek opportunities to promote and ensure staff wellbeing when reviewing systems and processes to improve behaviour.
- To oversee the content and implementation of a highly effective Personal Development curriculum.

- To oversee the implementation of a clear and effective communications strategy ensuring communication between staff, students, parents and the community creates clarity and engagement from all stakeholders.
- To collaborate with all leaders in ensuring staff induction and ongoing training creates consistency and expertise in the management of behaviour and embedding a strong Academy culture.

Responsibilities (Senior Leadership)

- To contribute to the formulation, monitoring, evaluation and implementation of the Academy Improvement Plan.
- To initiate and manage change and improvement to develop the Academy and staff, ensuring consistency of approach to managing and improving behaviour for learning.
- To advise and assist the Local Governing Body, and its committees, as required in the exercise of its functions, including attendance at meetings and preparation of reports.
- To contribute to the management of key Academy events, including open evenings, Parents' Evenings, Academy productions, etc.
- To inspire, challenge, motivate and empower other teaching staff to attain challenging outcomes.
- To deputise for the Principal where necessary.

Whole Academy

- To play a full part in the life of the Academy community supporting its distinctive mission and ethos and actively promoting its policies and practices.
- To undertake duties before Academy, at break and after Academy on a rota basis.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Christmas Concerts and other events.
- To help implement and adhere to the Academy quality assurance procedures and take part, as required, in the review, development and management of activities relating to the curriculum, organisation and pastoral function of the Academy.
- To contribute to whole Academy planning and evaluation via the Faculty/Departmental operational plan and implementation.
- To engage actively in the Performance Management Review process.
- To participate in the Academy's staff development programme by attending INSET, meetings and opportunities for further training and professional development as outlined in your Performance Review, Faculty training plan and whole Academy training plan.
- To ensure that you take care of your own Health and Safety and that of your colleagues in line with the Academy's policy.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen students' understanding of their contribution to society.

NOTES:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment of Teachers.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is current at the date shown, but following consultation, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The duties may be varied to meet the changing demands of the MAT/Academy at the reasonable discretion of the Executive Principal/Principal.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

PERSON SPECIFICATION	Essential	Desirable	A/I/R
Qualifications and Training			
Qualified Teacher Status	Y		A
Relevant degree at second class honours or higher	Y		A
Relevant professional development undertaken within last 2 years	Y		A
Achieved Senior Leadership qualification eg. NPQSL		Y	A
Achieved or working towards NPQH		Y	A
Up to date safeguarding training and knowledge of legislation	Y		A I R
Safer recruitment training		Y	A
Experience and leadership			
Recent experience and evidence of impact within a relevant senior leadership role.	Y		A I
A proven track record as a successful classroom practitioner consistently demonstrating a positive impact on pupil outcomes based on high expectations of all.	Y		A R
Experience of successfully leading whole school strategic development and change management leading to improved standards.	Y		A I R
Experience of successfully leading improvements to behaviour, standards and routines.	Y		A I R
Experience of leading quality assurance processes to ensure consistently high standards within the classroom and across the school.	Y		A I
Experience of coaching and developing others to improve their practice.	Y		A I
Understanding of and contribution to effective curriculum design and the development of highly effective pedagogy.		Y	A I
Experience of implementing, monitoring and evaluating policies and procedures.	Y		A I R
Experience of successful and effective staff development.	Y		A I R
Experience of holding others to account for their performance and to bring about improvements where needed, having a track record of success in engaging those who are reluctant to improve.	Y		A I R
Experience of effective relationships with parents, carers, governors and the wider community.	Y		A I R
Experience of working with external agencies and other schools to work effectively and collaboratively to provide targeted and impactful support for students with complex or challenging behaviour.		Y	A I R
Successful experience of working with vulnerable students who may be disadvantaged or on the SEND register.	Y		A I
Knowledge and understanding			
Knowledge, understanding and commitment to safeguarding and promoting the welfare of students.	Y		A I R
Good knowledge of the local, national, and political landscape regarding improving behaviour in schools.	Y		A I
Understanding of implementation of local and whole school strategies, as described in the EEF research.	Y		A I
Understanding and experience of evaluating standards according to the Ofsted requirements for Behaviour and Attitudes.	Y		A I R
Understanding and experience of using statutory DfE guidance on suspensions, exclusions and alternative provision.	Y		A I

Knowledge and understanding of the latest legislation, future impending changes and current and established research in behaviour.	Y		A I
Detailed working knowledge of how to monitor the performance of staff, hold them to account and deal proficiently with underperformance achieving the best outcomes for all parties.	Y		A I R
A comprehensive understanding of behaviour interventions and programmes; content, implementation and measuring impact.	Y		A I
Be able to effectively use data, assessment, and target setting to monitor progress, behaviour, attendance, and raise standards.	Y		A I
Be able to demonstrate how your leadership has improved student engagement and outcomes.	Y		A I R
Have a knowledge of barriers to progress for key groups of students, understanding generic and specific strategies to support and improve outcomes.	Y		A I
Ability to use ICT skilfully and effectively to improve efficiency and support staff workload.	Y		A I R
Personal qualities and attributes			
Creativity and innovation	Y		A I R
Implementing and sustaining change	Y		A I R
Leading and positively influencing others	Y		A I R
Monitoring and evaluation	Y		A I R
Sense of humour	Y		A I R
Organisation and prioritisation	Y		A I R
Honesty and personal integrity	Y		A I R
Self-awareness and humility	Y		A I R
Listening and taking feedback	Y		A I R
Relentless, courage and resilience	Y		A I R
Positive and committed to empowering others	Y		A I R
Committed to the Academy's RITA values	Y		A I R



Reasons to work at Colne Valley High School



A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

