

Candidate Information

Deputy Headteacher

Queens Church of England Academy

**About the Multi Academy Trust (MAT)**

*Academy pictures*

**The MAT**

The Diocese of Coventry MAT Academies are:

* Transformational
* Aspirational
* Sustainable
* Motivational
* Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

**Our Vision**

To build a better future for all within our Academies who in turn will positively impact their communities.

Our aspirational and measurable outcomes are:

* Every lesson to be good or better
* Every child expected to make progress at least, and for many, above national expectations
* Every Academy to be well led and governed
* All teachers motivated to self-improve and aspire to excellence
* All academies to be judged good or better at Section 48 inspections

**About the Role**

The trust is looking to appoint an inspirational and highly effective Teaching Assistant who is committed to supporting Queens CofE Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

The academy opened in January 2014 under the leadership of Head Teacher

Hannah Carvell. The school was rated Good by OfSted in November 2016.

The successful candidate will have the opportunity to work with a passionate leadership team and the wider MAT team to develop the academy further.

**Applications**

Thank you for your interest in this post. Candidates are welcome to visit the school. Please contact Mrs S Derrick on 024 76382906 to make arrangements.

Please note the closing date for applications is midnight Sunday, 17 March 2019. Completed applications and supporting documents should be sent via email to [Alexandra.Saika@queens.covmat.org](mailto:Alexandra.Saika@queens.covmat.org)

**Our Diocese**

The Diocesan Board of Education seeks to serve and equip the Church School family in a variety of ways. The Diocesan Director of Education, Canon Linda Wainscot, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:

‘I believe that schools are at the heart of the Church’s mission to the nation and play a very important role in the life of their own parishes and communities.

The Diocese is proud of its Church of England Schools which educate about 17,000 children and young people. The headteachers, staff and governors strive to promote the highest quality in everything they do, living and working in the values of Jesus Christ every day. Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God’s love for each person and reflect God’s desire for the world to be a better place for us all to live in.’

**Bishop Christopher**

* ‘be there’ for our church school family and act as a central reference point supporting pastorally and professionally;
* Facilitate creative and flexible networking between schools;
* Promote excellence and distinctiveness within the family of church schools/academies and beyond;
* Share best practice collectively;
* Provide professional development for staff at all stages of their careers and for governors;
* Support the development of flexible partnerships;
* Promote the establishment of new church schools;
* Support the process of Academy conversions;
* Work in partnership with schools and other agencies

to effect school improvement;

* Represent church schools to the wider church, to diocesan groups, in the press and in the public and community debate
* Ensure equality of opportunity including managing Admission Appeals;
* Protect the status of church schools and promote the importance and the continuation of the voluntary sector

**Linda Wainscot, DDE**

**The effectiveness of the leadership and management of the school as a church school is good**

The enthusiastic, passionate and dynamic headteacher has within a short time revitalised the school. Her vision of providing the best learning opportunities for each individual child, within a secure Christian context, has been understood and implemented by staff. The daily greeting of arriving children and parents at the school gate reinforces the inclusive and caring ethos. Staff recognise the impact of Christian values in the whole school. They ensure that Christian values are increasingly recognised in planning and referred to in teaching. This ensures the distinctive Christian character impacts throughout the day. The confidence and morale of staff has improved significantly, with the ethos of the school creating positive attitudes to their abilities to teach. They know they are respected and valued. This has resulted in staff who are fully motivated to drive the school forward, recognising the impact of having a fresh start through academy status. Children model the example of adults to create a happy and successful learning environment. The appointment of experienced foundation governors has supported development of the distinctive Christian character of the school. Training opportunities have ensured that governors are more knowledgeable and are confidently beginning to question and challenge the school. Through regular visits, learning walks and reports by the headteacher and RE leader they understand the distinctive Christian character of the school and the contributions made by RE and worship. This ensures both meet statutory requirements. The recent staffing appointments have enabled governors to develop a good understanding of church school leadership. The appointment of the RE leader has increased the profile and impact of the subject. The school uses a range of informal evaluation routines involving foundation governors, leaders and children. However, these are not currently integrated to ensure that self-evaluation documents present a secure picture of the successful practice and impact of the distinctive Christian character of the school. Parents recognise and welcome the changes in the school and the impact of these on the personal and academic progress of their children. SIAMS 2015

**Our Academies**

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|  |  | | |  |  |  |
|  | **St Laurence’s CofE Academy** Old Church Road Coventry  CV6 7ED | | |  |  | **St Oswald's CofE Academy**  Addison Road  Rugby  CV22 7DJ |
|  | **St Bartholomew’s CofE Academy** Bredon Avenue, Coventry CV3 2LP | | |  |  | **St Michael's CofE Academy**   Hazel Grove Bedworth  CV12 9DA |
|  | **Queens CofE Academy** Bentley Road Nuneaton  CV11 5LR | | |  |  | **Leamington Hastings CofE Academy,** Birdingbury Road Hill, Leamington Hastings, Rugby CV23 8EA |
|  | **Stretton CofE Academy** Stretton Avenue Coventry CV3 3AE | | |  |  | **Leigh CofE Academy** Plants Hill Crescent  Tile Hill, Coventry CV4 9RQ |
|  | **St James CofE Academy** Barbridge Road Bulkington, Bedworth  CV12 9PF | | |  |  | **Salford Priors CofE Academy** School Road  Salford Priors, Evesham  WR11 8XD |
|  | **Harris CofE Academy** Harris Drive  Overslade Lane, Rugby CV22 6EA | | |  |  | **All Saints CofE Academy LW**  Warwick Road  Leek Wootton, Warwick  CV35 7QR |
|  | **St Nicolas CofE Academy** Windemere Avenue Nuneaton  CV11 6HJ | | |  |  | **Burton Green CofE Academy**  Hob Lane  Burton Green, Coventry  CV8 1QB |
|  | **Studley St Mary's CofE Academy** New Road, Studley B80 7ND | | |  |  | **Long Itchington CofE Academy** Stockton Road  Long Itchington, Southam CV47 9QP |
|  | **St John's CofE Academy** Winsford Avenue Coventry CV5 9HZ | | |  |  | **Southam St James CofE Academy** Tollgate Road Southam  CV47 1EE |
| S:\Diocesan Education\MAT\MAT Logos\MAT Logo.gif | | | **Central MAT Office**  The Diocese of Coventry Multi Academy Trust  The Benn Education Centre  Craven Road  Rugby, CV21 3JZ | | | |
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**Deputy Headteacher**

**Job Description**

**CORE PURPOSE**

The Deputy Headteacher is accountable to the Headteacher as part of the Diocese of Coventry Multi Academy Trust. As part of the Leadership Team you will support in ensuring the educational success of the academy within the overall framework of the Multi Academy Trust strategic plan as well as the individual academy strategic plan. You will support the Headteacher in all aspects of the internal organisation, professional leadership, management and control of the academy and for leading supervision over teaching and support staff. You should create a culture of constant improvement and be an inspirational Deputy Head committed to the highest achievement for everyone in all areas of the academy’s work.

The Deputy Headteacher will support the Headteacher to provide the strategic direction, professional leadership and operational management in order to secure a strong foundation within a distinctive Christian ethos from which to achieve high standards in all of the academy’s aims.

**STRATEGIC LEADERSHIP**

The Deputy Headteacher will support the Headteacher to work with the local governing body, and under the guidance of the Multi Academy Trust, to develop the shared vision and strategic plan for the academy which inspires and motivates pupils, staff and all other members of the school community and develops the distinctive Christian character of the academy. This vision should express core educational values and Christian moral purpose and be inclusive of stakeholders’ values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

This will include supporting the Headteacher in:

* Ensuring that the Christian vision for the academy is clearly articulated, shared, understood and acted upon effectively by all.
* Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
* Demonstrating the vision and values in everyday work and practice.
* Motivating and working with others to create a shared culture and positive climate which embeds and develops the existing caring and nurturing ethos.
* Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.
* Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large, whilst appropriately maintaining the distinctive Church of England foundation of the school.

**LEADING LEARNING AND TEACHING**

Deputy Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils’ achievement. This implies, within a Christian framework, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful, holistic, learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

This will include supporting the Headteacher in:

* Ensuring a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning.
* Ensuring that learning is at the center of strategic planning and resource management.
* Establishing creative, responsive and effective approaches to learning and teaching.
* Ensuring that accelerated progress for low achievers and under performers is developed and embedded.
* Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
* Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
* Implementing strategies that secure high standards of behaviour and attendance.
* Determining, organizing and implementing a diverse, flexible curriculum and implementing an effective assessment framework.
* Taking a strategic role in the introduction of appropriate new and emerging technologies to enhance and extend the learning experience of pupils.
* Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
* Challenging underperformance at all levels and ensuring that there is effective corrective action and follow-up.

**DEVELOPING SELF AND WORKING WITH OTHERS**

Effective relationships and communication are important in headship as Deputy Headteachers work with and through others. Effective Deputy Headteachers manage themselves and their relationships well. Through performance management and effective continuing professional development practice, the Deputy Headteacher supports all staff to achieve high standards. Deputy Headteachers should be committed to their own continuing professional development including distinctiveness training and development related to leading a Church school.

This will include supporting the Headteacher in:

* Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs underpinning the school.
* Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
* Ensuring own CPD includes developments in educational research.
* Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review.
* Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
* Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
* Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
* Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
* Managing own workload and that of others to allow for reflection and an appropriate work/life balance.

**MANAGING THE ORGANISATION**

Deputy Headteachers need to support the Headteacher to provide effective organization and management of the school and seek ways of improving organizational structures and functions based on rigorous self evaluation. Deputy Headteachers should support the Headteacher to ensure tha the school, and the people and resources within it, are organized and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Deputy Headteachers should also seek to build successful organisations through effective collaborations with others and communicate openly with the Head of the Multi Academy Trust on a regular basis.

This will include supporting the Headteacher in:

* Creating an organizational structure which reflects the school’s Christian beliefs and values, ensuring and enabling the management systems, structures and processes to work effectively in line with legal requirements.
* Producing and implementing clear, evidence based improvement plans and policies for the development of the school and its facilities ensuring that, within the particular context of the school, policies and practices take account of national and local circumstances, policies and initiatives.
* Managing and organizing the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
* Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
* Using and integrating a range of technologies effectively and efficiently to manage the school.

**SECURING ACCOUNTABLITY**

* With Christian values at the heart of their leadership, Church school Deputy Headteachers have a responsibility to support the Headteacher and the whole school community. In carrying out their responsibility, Deputy Headteachers are accountable to the Headteacher.
* This will include supporting the Headteacher in:
* Fulfilling commitments arising from contractual accountability to the Multi Academy Trust and the local governing body.
* Building on and developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
* Working with the Multi Academy Trust and the local governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
* Developing and presenting a coherent, understandable and accurate account of the school’s performance in ways which are relevant to the wide range of audiences including inspection agencies, the Multi Academy Trust, the Diocese, governors, staff, parents and carers of diverse backgrounds and the local community.
* Reflecting on own personal contribution to school achievements and taking account of feedback from others.

**SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST**

As part of the Diocese of Coventry Multi Academy Trust the Deputy will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

This will include:

* Participating in Multi Academy Trust and sector wide activities in order to share best practice, contribute to the development of Multi Academy Trust strategies and policies and promoting the academy and Multi Academy Trust in a local and national context.
* Providing advisory support to other academies within the Multi Academy Trust as required.
* Contributing to collaborative work across the Multi Academy Trust and supporting other staff in participating in Multi Academy Trust work.
* Provide other support to schools within the Diocesan family required such as emergency cover, mentoring of teaching and support staff

**STRENGTHENING THE COMMUNITY**

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

* Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school’s communities.
* Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
* Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
* Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
* Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
* Creating and maintaining an effective partnership with parents and carers, (including those who may be described as ‘hard to reach’, those with learning disabilities and those for whom English is an additional language), to support and improve pupils’ achievement and personal development.
* Building bridges with the school’s diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
* Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
* Co-operating and working with relevant agencies to protect children.

**SAFEGUARDING CHILDREN AND SAFER RECRUITMENT**

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The Deputy Headteacher plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Deputy Headteacher will support the headteacher to ensure that:

* The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are full implemented and followed by all staff.
* Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
* All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

**ADDITIONAL DETAILS**

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

**Person Specification**

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| --- | --- | --- | --- | --- | --- | --- |
| **Personal Qualities,**  **Qualifications and Experience** | | Measured By | | | | |
| Essential | Desirable | Application | Interview Process | References |
| **Qualifications and Training** | | | | | | |
| 1 | Honours degree or equivalent. | X |  | X |  |  |
| 2 | QTS status | X |  | X |  |  |
| 3 | Evidence of continuous professional development relating to curriculum,  teaching and learning | X |  | X |  |  |
| **Professional Experience and Knowledge** | | | | | | |
| 1 | Good or outstanding teacher | X |  | X | X | X |
| 2 | Successful experience of raising standards for all with measurable outcomes | X |  | X | X | X |
| 3 | Supporting with managing successful school self evaluation and accountability and the school improvement process | X |  | X | X | X |
| 4 | Leading and managing staff including building a successful team, delegating effectively and implementing and managing change | X |  | X | X |  |
| 5 | Experience of working in collaboration and/or partnership with governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives | X |  | X | X |  |
| 6 | In-depth knowledge and understanding of the wider educational agenda including current national policies and education issues as well as the statutory and legal framework governing the operation of an academy | X |  | X | X |  |
| 7 | Successful experience of effective strategic, financial and resource management to achieve educational priorities and ensure value for money | X |  | X | X |  |
| 8 | In-depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures | X |  | X |  |  |
| 9 | Evidence of highly developed skills in performance management, recognizing high performance, tackling underperformance through to resolution and supporting continuous professional development of colleagues | X |  | X | X | X |
| 10 | A commitment to, and evidence of, promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice | X |  | X |  |  |
| 11 | The ability to demonstrate an understanding of the distinctive Christian character of a Church school |  | X | X | X |  |
| **Leading Teacher and Learning** | | | | | | |
| 1 | A proven track record in ensuring the highest possible standards in teaching and learning. Likely to have experience as a stage leader. | X |  | X | X | X |
| 2 | Sustained experience of managing, monitoring and evaluating student progress, and of translating the information into assessment for learning and effective intervention strategies | X |  | X | X | X |
| 3 | Successful experience of positive behavior management and developing a pupil focused, inclusive and effective, learning environment so that behavior and attendance are outstanding | X |  | X | X |  |
| 4 | Successful experience of curriculum development | X |  | X | X |  |
| 5 | Successful involvement in staff recruitment, appointment and induction |  | X | X | X |  |
| **Personal Qualities** | | | | | | |
| 1 | Is committed to putting continuous improvement and pupil outcomes at the core aspects of leadership and management | X |  | X | X |  |
| 2 | Is committed to leading the development of a distinctive Church school ethos based on Christian values | X |  | X | X | X |
| 3 | Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the Academy | X |  | X | X |  |
| 4 | Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing | X |  | X | X |  |
| 5 | Is able to manage, inspire, encourage and empower staff | X |  | X |  |  |
| 6 | Is able to support the management of the Academy efficiently and effectively on a day to day basis whilst maintaining a good life work balance | X |  |  | X | X |
| 7 | Is an outstanding, reflective practitioner with high quality teaching skills and high aspirations for pupils’ learning and attainment | X |  |  | X | X |
| 8 | Is a communicant member of an Anglican Church  or  Evidence of current involvement in a church which is in communion with the Church of England  or  Able to demonstrate active involvement in a Church community | X |  | X | X | X |