



Oldershaw Academy Candidate Pack

Deputy Principal Standards & Curriculum



Principal: Mr J Bush
Valkyrie Road, Wallasey Wirral CH45 4RJ
Tel: 0151 638 2800
www.oldershaw.wirral.sch.uk

About us

The Oldershaw Academy is an 11-19 co-educational comprehensive in Wallasey, situated in the borough of Wirral. Oldershaw has a proud history -one hundred years of success, with a belief in the very highest standards and expectations, providing a rich and challenging education for each pupil.

We expect pupils & parents to share our mission for Nurturing Happiness and Academic Success and to adhere to our core values of Pride, Kindness, & Resilience and to actively contribute to our vision of Excellence Together.

All achievements are celebrated, and high standards are achieved because of the commitment, dedication, and talent of our staff. We believe that education is a partnership between home and the Academy that aims to fulfil the ambitions and aspirations of our young people.

We are a popular and oversubscribed school with a rapidly growing Sixth Form of 100 students, that proudly recruits all students from our year 11 cohort.

Ethos and Values

We have worked with our stakeholders to develop our Vision, Mission and Core Values. Staff ensure that they are firmly established and at the heart of everything we do.

VISION: Excellence Together

This is our goal, working with one another, staff, and pupils, to achieve the best possible outcomes.

MISSION: Nurturing happiness and academic success

This is what staff are here to do. To take care of the wellbeing of our pupils, educationally and pastorally.

CORE VALUES: Pride, Kindness, Resilience

Our values underpin how staff and pupils operate and how we get things done. We are tough and tenacious educators and learners. We are proud of our successes and always act with kindness and respect towards one another.

Our ethos is evident around our school and in everything that we do. Come visit us, and see how we live our vision, mission and core values and how they permeate into every area of Oldershaw Academy.

Additional Information Links

- 2019/20 Financial Accounts <https://www.oldershaw.wirral.sch.uk/financial-accounts/3595.html>
- Latest Ofsted Report <https://reports.ofsted.gov.uk/provider/23/136895>

Why this is an exciting opportunity for an aspiring Principal

This is an exciting opportunity for an ambitious, outstanding and reflective practitioner who has a passion for improving the life chances of young people and their families. We are looking for a talented leader with a track record of delivering success through inspiring young people to overcome their particular challenges and engage with education in positive ways.

We are seeking to appoint a highly effective leader to join us as Deputy Principal at Oldershaw Academy from September 2021. The successful candidate will play a pivotal role in accelerating the development of the academy to an outstanding provider of education. Developing and implementing school improvement strategies, maximising the potential and impact of core subject provision, and ensuring pupil premium interventions are targeted on improving academic performance.

This is a great opportunity for an aspiring Principal looking for a role in which they can demonstrate real impact on the lives of young people and is ideal preparation for Headship. Leading both senior and middle leaders, you will develop evidence-based improvement strategies, focused on quality first teaching that is led by the effective use of performance data.

In addition to the support of the Principal and Chief Finance & Operations Officer, you will benefit from an engaged and knowledgeable Trust board and a highly skilled Data and Timetabling Manager. The newly refocused Senior Leadership Team will provide an effective management forum for the Deputy Principal to engage with. A range of performance data, subject reviews, evaluations, and school improvement evidence will ensure the Deputy Principal is able to hit the ground running and demonstrate impact from day one.

We are proud of our pupils and proud of our school. We have a significant proportion of disadvantaged students whose talents, ambitions, and aspirations we are determined to realise. This role will maximise their potential, and ensure they fully participate in the wider curriculum offered to all.

You will benefit from leadership support, professional development, and the finance necessary to deliver on school improvement. If you thrive on challenge, are ambitious and want to make a meaningful difference to the life chances of our students, this is the job for you.

Leadership Team

Executive:

Jon Bush	Principal
Andy Bush	Chief Finance and Operations Officer

SLT:

Vacancy	Deputy Principal Curriculum
Emily Stanley	Vice Principal Inclusion
Paul Natton	Vice Principal Pastoral

Associate SLT:

Lee Routledge	Head of Sixth Form
Jo Riley	Recruitment and Primary Liaison

Trust Board Structure

Members
Trust Board
Curriculum and Standards Committee
Finance Audit and Risk Committee

School Performance Data and Challenges

2020/21

Our Background

We converted to academy status in July 2011. The Academy fully embraces the area's diversity and is valued by parents and carers, the wider community, and Wirral Local Authority as an effective and inclusive school. In 2020, Oldershaw celebrated 100 years of service to our community, sharing a rich history and heritage with Wallasey and a strong sense of local identity.

The Academy serves a community that faces very high levels of socio-economic deprivation: the IDACI places the catchment area in the highest category of deprived pupils nationally. The latest IDSR shows our cohort is in Q5 (most deprived) of all schools. In April 2021, 46% of students were eligible for Free School Meals and 52% were eligible for Pupil Premium.

Wallasey is now served by four large secondary schools, two single-sex schools, a Roman Catholic school and one co-educational school - Oldershaw. The Academy's intake typically has more boys than girls, with girls currently representing 40% of the cohort. It is significant to note that the Local Authority retains a grammar school system, and prior attainment banding of the Academy's intake illustrates the impact of this system.

Our Pupils

Attainment on entry for some is well below age-related expectations, with some pupils having complex and varied starting points. IDSR (2019) shows that pupil prior attainment in Years 8 and 9 was well below the national standard in reading, writing and Mathematics. The Year 10 cohort was also below national standards in Mathematics on entry. For Year 11 pupils, the cohort's prior attainment was below national standards in reading and Mathematics. In the absence of KS2 SATS for the current Year 7 cohort, the Academy completed CATs baseline assessments in September 2020: two-thirds of the cohort did not achieve the standardised average score of 100. Conversely, there is a most able cohort in each year of approximately 20%.

The inclusive ethos and nature of the Academy, its reputation for excellent pastoral care and good quality of education underpins high levels of community confidence. This is reflected in increased recruitment - for the 2021 intake, we had 373 applications for 168 places and there are a significant number of families appealing to secure a place in the Academy. In the past 4 years, the school has doubled in size, reflecting the level of community trust in their local school. As a result, we will see a significant uplift in our funding in future years.

The Academy is proud of its reputation for inclusion and excellent support for children with special educational needs; parental confidence in the Academy's SEND provision is reflected in its population. The proportion of pupils with SEND, including those with EHCPs & PFAs, is significantly higher than the national average (4.6% EHCP and 18.9% SEND support compared with national averages of 1.8% and 11.1% respectively). The Academy has an established and successful resourced

provision for children with Moderate Learning Difficulties, commissioned by the Local Authority. The MLD Base provides an entirely bespoke primary-based curriculum, guided by EHCP outcomes, whilst also offering rich opportunities for inclusion in a mainstream school environment.

Our School

The Academy is committed to providing all pupils with an educational experience which meets their academic, pastoral, social and employability needs, and we have developed our curriculum offer to reflect these aims.

At the heart of our curriculum lies a respect for the subjects we teach and for the insight that each provides into the world around us. We teach, assess and feed back to students to ensure they can be active participants in their learning process. Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice.

The broad and balanced curriculum is subject to ongoing review, underpinned by the following principles:

- To enable pupils to achieve the highest academic standards.
- To develop links between academic and pastoral strands to realise the full potential of each individual.
- To be available to all pupils and to promote equity and equality of opportunity to eradicate prejudice based on sex, race, disability, or any other protected characteristics.
- To include elements of choice where possible, to allow pupils to negotiate their own courses, appropriate to their maturity, abilities, and interests.
- To deliver a broad and balanced curriculum and at appropriate level, with coherent progression to the next step – A Levels, further training, apprenticeship, or direct employment.

In the Sixth Form, the curriculum is inclusive and is determined by pupil choice and analysis of local and national labour market information. We offer a growing range of A Level courses and BTEC qualifications that provide bespoke progression pathways to university, apprenticeships, and employment. Pupils' aspirations are supported by structured EPQ lessons, whilst progression is driven by a multi-layered partnership of key stakeholders in the newly developed BEST+ programme. On-site vocational education is available in sports coaching and childcare. Cultural capital in the sixth form is enhanced by workshops, guest speakers and residential visits.

The Academy's support for pupils with SEND is enhanced by the provision of Nurture Groups in Years 7 – 9 and the Enhanced Curriculum groups in Years 10 – 13. The Nurture and Enhanced Curriculum groups allow pupils with significant additional needs to be educated in small, appropriately resourced groups. They follow a broad and balanced curriculum, which is fully differentiated and tailored to their academic, pastoral and progression needs. SEND provision is consolidated through a wide range of individual and group interventions, targeted to achieve maximum impact. Furthermore, the Academy utilises a range of support options, both internally and externally, for those children at risk of permanent exclusion. We are proud of the success of this approach and we have not permanently excluded a pupil in the last 6 years.

Pupils' aspirations and cultural capital are enhanced through opportunities to travel locally, nationally, and internationally. The academy was part of the ERASMUS scheme, providing opportunities to visit Denmark, Germany, Italy, and France; we are currently applying to be part of the Turing Project, having signed a tripartite agreement with prospective delivery partners in Italy and Portugal. Pre-COVID, subject-led visits have included trips to New York, Poland,

Berlin, the Netherlands, and France, as well as visits to theatres, art galleries, Yorkshire Sculpture Park, independent cinemas, and museums.

Our Future

Continuous improvement is at the centre of our future. We are on a journey to establish firm foundations for future progress and improved outcomes and opportunities for all pupils.

Our enhanced CPD programme continues to develop alongside quality assurance practices and will lead to improvements in teaching, learning and pupil outcomes. This bespoke programme of teacher improvement is designed to be appropriate to role, ambitions, and experience. It is underpinned by rigorous quality assurance and external support and challenge from SLEs and academy improvement partners, which will continue to address identified Areas for Improvement from the 2016 OFSTED inspection report and our own self-evaluation.

Improving basic skills is a high priority. Recognising this, the curriculum has been adapted to include a bespoke Key Skills programme to address these needs in Years 7 & 8. The Accelerated Reader programme is a real success, ensuring every child reads every day in a challenging and supportive environment. Numeracy skills are supported through the implementation of the Mathematics Mastery Secondary Programme, which will be further consolidated by the introduction of a Functional Skills qualifications.

Over the next 24 months, the Academy will make significant investments in our ageing buildings to modernise and provide the additional accommodation required for our growth in pupil numbers. This will enhance pupil experience, offering an improved learning environment and facilities to meet the rapid growth, including significant expansion to lunchtime options.

School Development Plan Priorities

Student Outcomes - Ambitious for every student:

- KS3: Achieve challenging End of year Targets with validated assessments
- KS4: Attainment and P8 scores in line with FFT 5 targets and national expectations. There is no significant variation in the residual or SPI of identified groups
- KS5: Attainment and VA score in line with FTT expectations and comparable with national results. For identified groups (e.g., Boys, PP, SEND, EAL etc.) there is no significant variation in exam performance

Teaching and Learning:

- Focus on CPD improving pedagogy and practice
- Consistent implementation of high-quality learning resulting in improved outcomes

Assessment - Principles of Assessment:

- Consistent implementation at all stages of appropriate and meaningful assessment

Curriculum - Principles of Curriculum:

- Development of Curriculum: clarity around intention, implementation, and impact

Financial Stability and School Improvement Investment

Oldershaw Academy is financially very stable and currently boasts a healthy cash reserve, supported by long term budget planning that sees the Academy generate small operating surpluses annually. With significant investment taking place to improve the building infrastructure, the Academy is also able to invest in school improvement strategies that will impact on raising student attainment.

Living on the Wirral

Situated between Liverpool and North Wales, overlooking the River Dee, Welsh hills and River Mersey, the beautiful Wirral Peninsula is fantastic for walking, outdoor activities, countryside hotels and cosy pubs. Travelling to Wirral is easy, with fast train and bus connections - or take the Mersey Ferry, which stops off at Woodside and Seacombe ferry terminals.



Wirral's 25 miles of dramatic coastline provides a fantastic backdrop to a great day out. Whether you are looking for high-adrenaline water sports or a walk along the coast to spot the rare wildlife, Wirral has it all. Try heading out to Hilbre Island from West Kirby to explore the islands and see seals but watch the tide times! Or walk or cycle the Wirral Way, stopping at Thurstaston Country Park or Parkgate for a drink or ice-cream. Wirral Circular Trail is perfect if you want to enjoy the beautiful scenery and fresh air.

Wirral is home to some of the finest restaurants and food producers in the North West. Savour gourmet treats at the Michelin-starred Fraiche restaurant, visit a gastropub for a relaxed meal, or head to one of the farm shops or farmers' markets to meet Wirral food heroes and taste local produce.

Explore the historic Port Sunlight Village, built by Lord Lever for his factory workers. You can learn more about the village's history at the fascinating Port Sunlight Museum. Also, in Port Sunlight, the Lady Lever Art Gallery hosts a personal collection of fine and decorative art treasures.



Birkenhead Priory is the oldest standing building on Merseyside, encapsulating so much of the town's history within a small, enclosed site. For a more recent piece of history, visit the Wirral Tramway & Transport Museum - a celebration of Birkenhead's place in the history of public transport.

The rejuvenated New Brighton seaside resort has been restored to its former glory, with water sports on the Marine Lake, beach walks and attractions like the Light Cinema, Floral Pavilion Theatre and Championship Adventure Golf. Hoylake and West Kirby are also great coastal towns to visit in Wirral.



Recruitment Process

Submit a completed Academy application form and a covering letter / supporting statement, no more than 3 sides of A4. Please do not submit CVs. Please send your completed application to Mrs Amanda Jackson: jacksonam@oldershaw.wirral.sch.uk

Closing Date: Monday 17th May at 4pm

Interviews: 24th and 25th May

Candidate visits to the Academy are actively encouraged prior to application. To arrange a visit to the Academy please contact Vikki Buckley, PA to the Principal using the details below:

Vikki Buckley, PA to the Principal

buckleyvi@oldershaw.wirral.sch.uk
0151 638 2800

For HR related queries please contact Amanda Jackson, HR and Compliance Manager

jacksonam@oldershaw.wirral.sch.uk

0151 638 2800

The trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Academy is an Equal Opportunities Employer and positively welcomes applications from all people regardless of their sex, creed, marital status, race, age, disability, sexual orientation. All applicants will be considered on the basis of suitability for the post.

This post is subject to Enhanced Level DBS check.

Job Description: Deputy Principal
Standards & Curriculum
Reporting to: Principal
Salary: L18 – L24 (£64,143 - £74,295)

The Deputy Principal role is critical to the success of the Academy in achieving outstanding outcomes for all its pupils across all key stages and in all aspects of their work. The key responsibilities of the post are:

- To ensure the highest quality of curriculum provision for all pupils, no matter what their background, ability level or starting point
- To ensure the curriculum has a positive impact on school improvement and raises standards of achievement across the whole Academy
- Model outstanding classroom practice. This is fundamental to this role as the post holder will be responsible for teaching and learning and raising standards across the academy

PURPOSE OF THE POST:

With the Principal, the post holder will:

- Provide high quality Leadership and Management commensurate with the needs of the Academy
- Be responsible for meeting the curriculum needs of all students in compliance with Government and Trust strategy
- Develop an ethos of high expectations for students and staff
- Lead on change and innovation to improve student outcomes and opportunities
- Take responsibility for key Academy policies as they impact on the strategic planning and development of the curriculum
- Take responsibility for measurably improving standards of teaching and learning, ensuring a positive impact on student outcomes

KEY AREAS OF RESPONSIBILITY, INCLUDING LEADING TEACHING AND LEARNING:

- Develop a knowledge rich curriculum with an emphasis on deep learning and mastery
- Have an up-to-date knowledge of qualifications offered by awarding bodies to ensure a broad qualification/subject offer is possible and ensure all courses are valid as identified on the national approved funding list
- Monitor and evaluate the work of subject leaders
- Line management of designated curriculum subjects, to include Maths, English, Science
- Develop, lead and manage effective strategies to improve the quality of teaching and standards of achievement through high quality curriculum provision
- Secure and sustain effective teaching and learning for all pupils by monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks, and setting targets for improvement. This includes pupils with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement

- Develop and implement effective transition from KS₄ to KS₅
- Contribute to the efficiency and implementation of the teaching timetable, in agreement with the Principal
- Contribute to the development of the use of data and target setting systems to inform curriculum delivery and to raise standards
- Produce detailed reports on all aspects of teaching and learning progression for Principal and SLT, highlighting development areas to improve student progress. This will include attending the Trust Board Curriculum and Standards Committee and reporting directly to the Board of Trustees as required
- To work with the Data and Timetabling Manager to ensure the effective use of data analysis and in particular, directing the work of subject leaders in their use of assessment, reporting, and recording to raise standards, as directed
- Reporting on the outcomes of public or school examinations, identifying trends, advising the Principal on strategies for improvement and leading the implementation of measurable actions to improve performance
- Make significant and effective contributions to leadership meetings at all levels
- Contribute positively and actively to the operational management of the school and ensure it functions efficiently and effectively
- Be a highly visible presence around the school and role model expectations and standards to staff and students
- Leadership of Curriculum and Assessment policies, ensuring monitoring, review, and evaluation in agreement with the Principal
- Contribute fully to the Academy's SEF and Development Plan
- Assume any other responsibilities as reasonably directed by the Principal
- Contribute to the annual process of target setting
- Monitor the Academy's overall progress against KPIs and other accountability measures
- Use student performance data and lead and manage intervention activities with measurable impact
- With the Principal, lead the cycle of curriculum monitoring to ensure the highest standards are being set
- Lead the process of reporting to parents and carers
- Support the work of the Examinations Officer and Data and Timetabling Manager as directed
- Contribute fully to the Academy's quality assurance programme and share responsibility for Academy self-review, promoting the principles and practice of effective teaching and learning
- Remain positive and lead by example at all times publicly

SHAPING THE FUTURE (STRATEGIC LEADERSHIP)

THE POST HOLDER WILL:

- Assume lead responsibility for the discharge of the Principal's functions at any time when they are absent from the Academy in accordance with Academy policy and the agreed approach of the Principal
- Under the leadership of the Principal, implement the shared vision and strategic plan for the Academy which is responsive to the community it serves. At the core of this will be the educational, personal and spiritual development of the pupils
- Work with the Principal and Senior Leadership Team to lead the development and implementation of the School Development Plan underpinned by sound financial planning which identifies priorities and targets for ensuring that pupils achieve high standards and make good progress, increasing teachers' effectiveness and securing academy improvement.
- Ensure that raising aspirations, achievement and attainment are achieved through an inclusive, sustainable education environment
- Play a key role, alongside the Principal, in the monitoring of pupil, staff and Academy performance using the full range of key performance indicators
- Develop positive and sustainable relationships with local academies, schools, external agencies, the local authority, and other education providers to raise standards within and beyond the Academy
- Secure the commitment of parents and the wider community to the vision and direction of the Academy
- Work with all stakeholders to generate enthusiasm and commitment to the Academy vision
- Draw on the experience of the Principal as a critical friend
- Challenge, motivate and empower others to secure ambitious outcomes

SECURING ACCOUNTABILITY

THE POST HOLDER WILL:

- Report to the Principal to enable him/her to meet his responsibilities
- Ensure the staff they lead have clearly defined responsibilities and accountabilities
- Establish strong teaching and learning and effective behaviour management
- Support the Principal to implement robust Academy self-evaluation and quality assurance procedures
- Establish mechanisms for reporting to all key stakeholders at agreed intervals within specific areas of responsibility
- Collaborate with others in the organisation on whole Academy events
- Work with the Principal and Senior Leadership Team to ensure behaviour and pastoral standards are maintained across the school
- Maintain high expectations of all staff and be prepared to challenge poor performance
- Maintain a high profile around the Academy on a daily basis
- Undertake other reasonable operational duties related to the day to day administration and organisation of the Academy as requested by the Principal

RAISING ASPIRATIONS, ACHIEVEMENT AND ATTAINMENT

THE POST HOLDER WITH THE PRINCIPAL SHOULD:

- Articulate and ensure the Academy has the highest ambition for the progress, attainment and spiritual development for every child, placing social justice at the heart of the Academy's work
- Address the needs and aspirations of each pupil through personalised learning and mentoring
- Use the full range of data to set and monitor challenging targets
- Challenge practice to ensure a stimulating learning environment
- Ensure Academy-wide priorities are consistently and effectively implemented

DEVELOPING SELF AND WORKING WITH OTHERS

THE POST HOLDER WILL:

- Treat everyone within the Academy fairly and equitably
- Develop a culture of personal accountability and responsibility that recognises both excellence and supports appropriate strategies to deal with under performance
- Ensure a high standard of professional learning, including joint practice development for all staff and for self to motivate and enable all staff to carry out their roles to the highest standard based on assessment of need
- Work with all staff to build creative, effective teams
- Develop the capacity of staff, through coaching and other appropriate means
- Work with the Principal in the appointment of staff and line manage and review the performance of members of staff, as part of the Academy's Appraisal procedures
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy
- Stay well informed about current educational developments through reading and research

LEADING THE ORGANISATION

THE POST HOLDER WILL SUPPORT THE PRINCIPAL TO:

- Support the Academy's vision of Excellence Together
- Promote the values of Resilience, Pride and Kindness, in all aspects of their work
- Support a culture that states high Expectations lead to High Achievement
- Provide dynamic, consistent and motivational leadership. Ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy
- Lead by example, be personally visible and committed whilst adopting a strong, collaborative and flexible leadership style
- Establish collaborative and open relationships with all stakeholders
- Ensure critical evaluation of the Academy's performance
- Ensure that communication channels exist, enabling all staff to receive information they need in order to carry out their professional duties effectively
- Ensure structures deliver pupil attendance, progression, attainment and achievement
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent

with their conditions of service, ensuring a reasonable balance for each teacher and other members of staff

- Implement the Academy's performance management framework for line-managed staff in liaison with the Principal and other members of the Senior Leadership Team
- Ensure the Academy environment is of a high standard and reflects the aspirations of the community
- Ensure effective use of financial, technological and other resources
- Provide an example of excellence as a leading classroom practitioner to inspire and motivate other staff
- Ensure that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents and to aid Trustees in their future management of the Academy
- Have a strategic overview of all areas of underachievement in the Academy and to identify barriers to learning which may affect achievement
- Lead and follow all Academy safeguarding policies and procedures
- Comply with data protection legislation and policy requirements for confidentiality
- Keep up to date about national safeguarding requirements

MANAGING THE ORGANISATION

THE POST HOLDER WILL:

- Work with the Principal, to recruit and retain staff of the highest quality
- Work with the Principal, to deploy staff effectively in order to improve the quality of education provided
- Support the Principal to manage and organise the accommodation of the Academy efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements
- Ensure that the allocation and use of accommodation within the Academy provides a positive learning environment that promotes the highest achievement for all

Such duties as the Principal may reasonably direct from time to time, including:

- Attend Academy events and functions, as well as appropriate meetings, with colleagues and parents/carers
- Organise and assist in the delivery of parent forums and information evenings
- Assist with the marketing of the Academy, organising key events as appropriate and acting as an ambassador for the Academy at high profile functions

SAFEGUARDING

THE POST HOLDER WILL:

- Contribute to all aspects of Academy Safeguarding and Policy
- Take responsibility for ensuring that all Academy safeguarding policies and procedures are understood and followed in order to ensure safeguarding remains highly effective
- Take responsibility for keeping up to date about national safeguarding requirements and undertaking any relevant training

NOTES

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Principal (in consultation with the postholder) to reflect the changing needs of the Academy.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal or his/her representative.

Signed: Date:
Postholder

Signed: Date:
Principal

Person Specification

Deputy Principal – Curriculum

Qualifications

- Educated to degree level [essential]
- Relevant post-graduate management qualification or equivalent [desirable]
- Evidence of relevant and recent Leadership/Management professional development activity [desirable]
- Teaching [essential]

Knowledge and Experience

- A proven track record of leading large curriculum teams or areas to successful outcomes [essential]
- A proven record of managing the use of student performance data to inform school improvement strategies
- Detailed knowledge of current educational developments, policy, and the associated impact [essential]
- A successful track record of curriculum development, innovation, and delivery to a high standard [essential]
- Proven experience and knowledge around the delivery of high-quality teaching, learning and assessment [essential]
- In-depth knowledge and understanding of OFSTED inspection arrangements, awareness and experience of regulatory and inspection frameworks, accreditation, and validation processes [essential]
- Experience of working with or reporting to a Board [desirable]
- Experience of successfully working with and through a team of people [essential]
- Experience of working within an accountable and transparent culture [desirable]
- Experience of managing staff successfully in a challenging context [essential]
- Experience of successfully managing a budget ensuring good value for money and high levels of efficiency [desirable]
- Evidence to demonstrate an ability to develop successful partnerships with a wide range of external stakeholders including local authorities, employers, businesses, academic institutions, professional organisations, and government agencies [essential]

Skills and Abilities (Essential)

- Strategic vision and the ability to articulate and implement strategy
- Excellent written and oral communication skills
- Exceptional team building skills and experience of operating a strong performance management system
- Effective leadership skills: Able to encourage and motivate staff and other stakeholders in the achievement of goals
- Strongly analytical, with the ability to make sound well considered decisions and judgements
- The ability to take advantage of opportunities and challenges to position the Academy to maximum advantage

- The ability to initiate and develop innovative but workable strategies to maximise Academy performance.

Personal Qualities [essential]

- A personal commitment to the Academy's values of the Academy
- Empathy with the needs and aspirations of students
- A passionate and relentless commitment to continually raise the standards of achievement
- High standards of personal and professional integrity
- A personal commitment to the principles of equality and diversity
- Emotionally resilient, with the ability to maintain a sense of perspective and humour