



The Shared Learning Trust

THE CHALK
HILLS ACADEMY

Assistant Principal of Sixth Form

Do you have leadership and management experience in an academic setting?

Are you effective at motivating and inspiring both colleagues and students?

Would you like to work in a forward-thinking, vibrant and Ofsted rated 'GOOD' Academy?

If you have answered yes to these questions, The Chalk Hills Academy would love to hear from you!

The Chalk Hills Academy have a great new opportunity for an Assistant Principal of Sixth Form to join our team. We are seeking to appoint a successful, inspirational and creative leader who will have a clear vision of how to transform and develop our Sixth Form and lead strategies to improve students' progress. Leaders who are able to offer the subjects of English, Maths or Science would be desirable but not essential. It is important to us that we recruit people based on their attitude and ability, and we are therefore looking for someone who has primarily a strong leadership skill set.

If you have previous leadership and management experience within an academic environment and have a genuine passion, enthusiasm and a belief in the potential of every student, then this role is for you!

Key Responsibilities:

- To manage the strategic direction of the Sixth Form
- To ensure the Sixth Form is Ofsted rated 'Good' at its next inspection
- To monitor progress and standards within the Sixth Form and ensure that challenging targets are set as a result using national data as a minimum expectation.
- To ensure high standards of behaviour, attitude, appearance and attendance within the Sixth Form.
- To provide leadership, management and development of the Sixth Form management and support team.
- Encourage pupils to contribute positively to the life of the sixth form and the wider life of the academy.
- To promote the Sixth Form to ensure retention of existing year 11 pupils.
- To develop and implement a high-quality marketing campaign to increase capital sixth-form growth and ensure The Shared Learning Trust is the Sixth Form of choice for students in Bedfordshire and the surrounding areas.
- To adhere to safeguarding procedures and protocols upholding the welfare of all students in the Sixth Form
- To contribute to the preparation and delivery of leadership reports relating to the Sixth Form.
- To regularly review the performance of students in the Sixth Form providing excellent information, advice and guidance when necessary.
- To communicate effectively and confidently with both internal and external stakeholders.
- To lead on Sixth-form Census and UCAS process

Job Specifics:

- **Start date:** September 2018
- **Salary:** L7 to L12: £45,743 to £51,639
- **Job Role:** Permanent
- **Hours:** Full time (52 weeks per annum), 37 hours a week

Why work for Chalk Hills Academy?

- £30 million state of the art building with well-equipped classrooms in an Ofsted rated 'Good' school
- You'll be working alongside a collaborative, forward-thinking Principal and Senior Leadership Team who are here to support and develop you
- Great support for NQT's including your own dedicated mentor, reduced teaching timetable and 'Outstanding' teacher programmes available
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Here's what Ofsted have to say: *"The purposeful and caring leadership of the Principal and SLT have created a strong academy identity and a positive ethos shared by all members of the community. The strength of leadership is recognised without exception by the academy's staff. Students' behaviour is good, the atmosphere in lessons is calm and studious and attitudes to learning are routinely positive as students want to learn. Students are hugely proud of their academy, they wear their blazers and ties smartly, do not drop litter and look after the modern, purpose-built site impeccably. They stand without instruction when any adult enters a classroom."*

HOW TO APPLY

Closing Date: Wednesday 10th January at 12pm **Interviews:** Monday 15th & Tuesday 16th January
The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Please read the information in this pack. If you decide to apply, please apply online via our career site on www.thesharedlearningtrust.careers.eteach.com.

We look forward to hearing from you!



The Shared Learning Trust

THE CHALK
HILLS ACADEMY

INFORMATION FOR APPLICANTS:
Assistant Principal of Sixth Form



WELCOME TO THE SHARED LEARNING TRUST FROM THE CHIEF EXECUTIVE, CATHY BARR



The Shared Learning Trust has appointed Cathy Barr as its new Chief Executive Officer. Cathy is already part of the Shared Learning Trust's family of schools, having been Principal of the Stockwood Park Academy in Luton for the last five years. The Shared Learning Trust is a stand-alone multi-academy trust, which runs a family of four schools based in Bedfordshire: Stockwood Park Academy, the Chalk Hills Academy, the Linden Academy and the Vale Academy. Cathy grew up locally, in Harpenden, and went to school in St Albans. She has almost 25 years' teaching experience under her belt, qualifying in 1993 and joining the team at Stockwood Park (then the Barnfield South Academy) in 2009.

Cathy said of her appointment: "I am thrilled to have been appointed CEO of the Shared Learning Trust. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of two to 18, get the best possible care and education in our academies."

– We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working with the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise, and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

WELCOME TO THE CHALK HILLS ACADEMY FROM THE PRINCIPAL, LOUISE LEE



Dear Applicant,

It is a privilege and an honour to lead Chalk Hills Academy.

Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at Chalk Hills Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

In 2017 our sixth-form students achieved a C- average academic point score expressed as a grade, and the average point score per applied general entry expressed as a vocational grade was Distinction + Average point score per entry expressed as a Technical level grade was also a Distinction +.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.' - Albert Einstein

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee

THE TRUST

The Shared Learning Trust is a stand-alone multi-academy trust, which runs a family of four schools based in Bedfordshire:

- The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
- The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
- The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
- The Vale Academy, Dunstable, age 4-13, judged 'Good' by Ofsted

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

VISION & VALUES – 'Strive, Achieve, Believe'

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high-quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and the local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating the effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

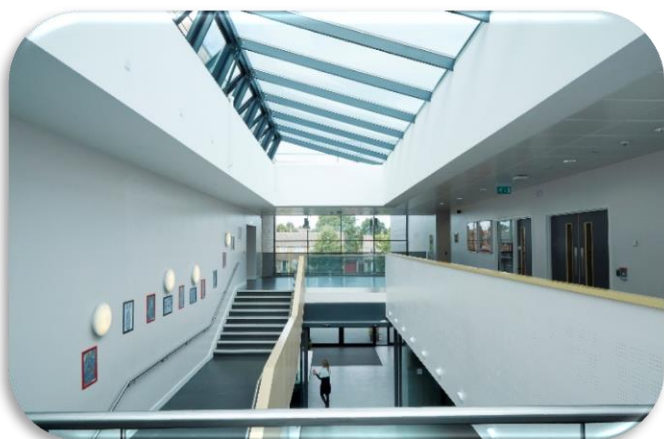
ABOUT THE CHALK HILLS ACADEMY

Providing the very best education for all our students is the simple goal for The Chalk Hills Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting-edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





Leadership and Management: 'GOOD'

- The purposeful and caring leadership of the Principal and the senior team have created a strong academy identity and a positive ethos shared by all members of the community. The strength of leadership is recognised without exception by the academy's staff. The atmosphere created allows teachers to teach effectively and students to learn well.

Behaviour and Safety of Students: 'GOOD'

- The behaviour of the students is good. Students are calm and orderly when moving between lessons and at breaks and lunchtimes. They are unfailingly polite and courteous to staff and each other. The atmosphere in lessons is calm and studious, attitude to learning are routinely positive as students want to learn and these characteristics have a strong impact on their progress.

Quality of Teaching: 'GOOD'

- Teachers help create positive learning environments in their classrooms. Constructive, trusting relationships have been developed throughout the academy and teachers and students share an expectation that learning will begin as soon as each lesson starts. Students are confident to engage actively in lessons and feel safe to venture answers to questions and make mistakes. Teachers are committed to improving their own skills and they regularly take advantage of the high-quality professional development opportunities available at the academy. This has enabled continuous improvement in the quality of teaching.

Achievement of Pupils: 'GOOD'

- The proportion of students that attain five or more good GCSE passes including English and mathematics is higher than the national level. When compared to other schools nationally the progress made between Key Stage 2 and Key Stage 4 at the academy overall is extremely high. Most ability groups make very strong progress and finish Key Stage 4 with standards of attainment which are above average.

CPD and Training: Our Teaching Trust – We invest in you!

All four Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater to specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer 'The National Award for Middle Leaders', 'The Outstanding Teacher Programme', 'The Improving Teacher Programme' and 'The National Professional Qualification for Senior Leadership'. As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust is a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

Teacher Testimonial

"Having worked in London schools for over 12 years and overseas for a couple of years, I hadn't really considered a move to Luton. There is something about the diversity of London schools, both culturally and socially that I love and I genuinely didn't think that this would be replicated unless I working in another big city. The opportunity to work at Chalk Hills Academy came up and after looking at the website and Ofsted report, I decided to apply and have been here since January 2017. Chalk Hills Academy and The Shared Learning Trust (this is my first time working in a small academy trust) has certainly exceeded my expectations. Everything that I loved about working in London - diversity, atmosphere, forward thinking and generally wanting the best for all students is at Chalk Hills. In addition, working in a school that is part of a small multi-academy trust means that there are regular opportunities for collaborative working and partnerships. As well as the working environment, salary is always a consideration and I have been pleasantly surprised to find that there isn't a great deal of difference between The Shared Learning Trust and an Inner London salary. I would unreservedly recommend Chalk Hills Academy, The Shared Learning Trust and Luton; have a look I am sure you too will be pleasantly surprised!"

Job Description

Job Title:	Assistant Principal of Sixth Form
Responsible to:	Principal and Vice Principal Curriculum
Line Management of:	Head of Sixth Form (Pastoral) Associate Staff and Curriculum Leaders re Sixth Form responsibilities

JOB PURPOSE:

To support and assist the Principal by providing dynamic and professional leadership and management to reflect 'policy in practice' by sharing and modelling the school's vision and values in everyday work and practice.

Developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement, contributing to rigorous and on-going self-evaluation and taking responsibility for leading specific areas/initiatives to secure further school-wide improvements.

Key aspects:

- To manage the strategic direction of the Sixth Form.
- To ensure the Sixth Form is Ofsted rated 'Good' at its next inspection.
- To monitor progress and standards within the Sixth Form and ensure that challenging targets are set as a result using national data as a minimum expectation.
- To ensure high standards of behaviour, attitude, appearance and attendance within the Sixth Form.
- To provide leadership, management and development of the Sixth Form management and support team.
- Encourage pupils to contribute positively to the life of the sixth form and the wider life of the academy.
- To promote the Sixth Form to ensure retention of existing year 11 pupils.
- To develop and implement a high-quality marketing campaign to increase capital sixth-form growth and ensure The Shared Learning Trust is the Sixth Form of choice for students in Bedfordshire and the surrounding areas.
- To adhere to safeguarding procedures and protocols upholding the welfare of all students in the Sixth Form.
- To contribute to the preparation and delivery of leadership reports relating to the Sixth Form.
- To regularly review the performance of students in the Sixth Form providing excellent information, advice and guidance when necessary.
- To communicate effectively and confidently with both internal and external stakeholders.
- To hold Sixth-Form staff accountable through leadership and management for ensuring 100% of students achieve A*-E at A-level
- Improve A-level attainment so that progress improves regarding A-level attainment AAB facilitating subjects within two years
- Develop and improve progress for both Academic and Applied General qualifications so that progress is above average within two years
- Sixth-form Census and UCAS process

TEACHING AND LEARNING

- To monitor the attainment of students against target grades with Curriculum Leaders and collaboratively intervene where appropriate
- To take part fully in the quality assurance cycle and report outcomes on Blue-Sky to staff in relation to book sampling, learning walks and lesson observations
- Organise exam revision classes and the exam immersion timetable
- Ensure that effective supervised study provision is in place to support students that require intervention

INFORMATION, ADVICE AND GUIDANCE

- To keep up to date with current developments to support students with relation to UCAS, higher education and apprenticeships
- To lead the UCAS process focusing specifically on student registration, personal statements, collating and writing references
- To liaise with external stakeholders to ensure that students make informed choices regarding their pathways
- To collaborate with the careers advisor to evaluate the suitability of courses that students are taking relative to their career goals
- To lead in the delivery of UCAS, student finance and apprenticeship information to parents
- To support the organising of university open days and work experience placements
- To support the development of an effective UCAS and apprenticeships library

ETHOS AND STUDENT DEVELOPMENT

- Organise and run the Sixth Form open evening for students and parents and other events as appropriate
- To appoint and manage the Sixth-Form Council
- To manage student voice via the Sixth-Form Council
- To support the organisation of annual trips for the Sixth Form
- To help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
- To help develop a culture and ethos that is committed to achievement and progress with a focus on the Academy's vision to 'Strive, Achieve & Believe'.

Person Specification

Key: Essential (E) Desirable (D)

QUALIFICATION CRITERIA

- Qualified to degree level or above (E)
- Qualified to teach in the UK (QTS) (E)

EXPERIENCE

- Experience of raising attainment of students (E)
- Experience of leadership and management (E)
- Experience of working with a range of stakeholders (E)
- Effective ICT experience and skills (E)
- Experience of teaching Sixth-Form (D)

BEHAVIOURS

- Effective team member (E)
- Effective at motivating and inspiring others: both colleagues and students (E)
- High expectations for accountability and consistency (E)
- Vision aligned with TCHA high aspirations and expectations of self and others (E)
- A positive approach to problem-solving and a high degree of administrative efficiency (E)
- Genuine passion, enthusiasm, and a belief in the potential of every student (E)
- Able to adapt as needed to meet the needs of the Sixth-Form (E)
- Motivation to continually improve standards and achieve excellence (E)
- Commitment to the safeguarding and welfare of all students and sensitivity to deal with difficult pastoral issues (E)
- Interested in continuous professional development and growth (E)
- Good communication, planning and organisational skills (E)
- Act as a role model to staff and students (E)
- Strong behaviour and classroom management skills (E)
- Outstanding classroom practitioner (D)
- Knowledge of current educational issues relating to Sixth Form, UCAS and Careers (D)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular, those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'