

# HEADTEACHER APPLICATION PACK

Deadline: Friday September 22<sup>nd</sup> 2023, at 12:00 noon



Dear Colleague,

Thank you for your interest in the post of Headteacher at Edgar Wood Academy, a school in the Altus Education Partnership.

The Trust and local governing body are looking for an exceptional individual with the vision, personality, and strategic thinking to lead the school.

Edgar Wood Academy is a secondary school which welcomed the first year 7 students in September 2021 under wave 13 of the free schools' programme. Our brand-new building opened in September 2022. The school has already established a strong reputation in the local community and was significantly over-subscribed for 2023-24, a trend which is likely to continue given this reputation and the considerable demographic growth in the area; indeed, it is highly likely that the school may need to expand its PAN to accommodate future need. The school also benefits from a stable and talented staff body who are united in their aim of improving the educational opportunities and life chances of young people in their care.

The Altus Education Partnership currently comprises four academies, in addition to Edgar Wood Academy they are:

- Rochdale Sixth Form College (RSFC) opened in 2010 to address the significant underachievement in A Level performance in the borough. Since then, it has raised achievement in the area dramatically and is recognised nationally as a centre of excellence. The college is Ofsted Outstanding, Sixth Form College of the Year 2021, and regularly one of the highest performing colleges in the country according to the DfE's performance tables and national achievement rate tables.
- Bamford Academy is an Ofsted rated Good (March 2023) primary school providing a caring and nurturing environment for all of its pupils; it is a popular first choice for many parents and young people in the local community.
- Kingsway Park High School is an Ofsted rated Good school with a strong track record of providing its students with an excellent education. The school will soon benefit from a new teaching block opening at the end of 2023.

Altus is now on the cusp of significant and quite rapid growth with seven local primary schools recently entering into a Trust Partnership Agreement with Altus.

Additionally, the Trust has codified and solidified its relationship with a number of key educational partners in the borough. Most notably, and uniquely in the sector, Altus has a memorandum of understanding with Hopwood Hall College around the curricula the two colleges offer and to support transition of students to post-16 education.

The Trust's mission and vision are to:

- Advance education in the borough of Rochdale so that young people lead happy and fulfilling lives and make positive differences to their communities and society.
- Create an inclusive and cohesive system of education in the area that improves the lives of everyone in the borough.

If you feel inspired by our strategy and what the Trust and Edgar Wood Academy are trying to achieve, we would be delighted if you submitted an application. Full details and all documentation are in this pack; if you wish to arrange a visit, or discuss the post further with either myself or the current headteacher, please do not hesitate to contact us via the recruitment inbox.

We very much look forward to hearing from you.

Yours faithfully

A handwritten signature in black ink, appearing to read "Richard Ronksley".

**Richard Ronksley**

**CEO Altus Education Partnership**

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Headteacher

## **Making your Application**

I hope that when you read this Application Pack you are inspired to apply for the post.

### **Application**

1. Complete the Altus Education Partnership application form.
2. Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification.
3. Send your application by email to [recruitment@altusep.com](mailto:recruitment@altusep.com) or post it to HR, Altus Education Partnership, C/O Rochdale Sixth Form College, College Road, Rochdale, OL12 6HY.

### **Deadline**

The deadline for the post is Friday 22<sup>nd</sup> September (to arrive no later than 12.00 midday).

Interviews are expected to take place over two days on the 28<sup>th</sup> and 29<sup>th</sup> September 2023.

### **Shortlisting**

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

### **Salary**

Teacher Leadership Pay Scale L26 to L32

Start Date: January 2024

### **For an Application Pack**

1. Visit [www.altusep.com](http://www.altusep.com) or [www.edgarwood.org](http://www.edgarwood.org)
2. Contact: [recruitment@altusep.com](mailto:recruitment@altusep.com)

*Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.*

*In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.*

# Background Information

## Altus Education Partnership

The Altus Education Partnership is a Multi Academy Trust and was established in April 2017 by the Governing Body of Rochdale Sixth Form College, an outstanding A-Level provider founded in 2010. The college was awarded Outstanding status by Ofsted in 2013 and has developed a national reputation for excellence, having been used in Ofsted case studies for sharing best practice. The development of the Trust stemmed from a commitment to raising aspirations and improving the life chances of young people throughout the borough of Rochdale. In 2019 the Trust was successful in its application to open a new free school, the Edgar Wood Academy, which serves the local community in Middleton and Heywood.

We are committed to supporting all children in their academies to progress to a successful career, life and employment path of their choice.

All our academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all academies in the Trust.

## Altus Education Partnership Values

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

## The Ambition is that by the time students leave our academies they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

# Role Description

<b>Job Title:</b>	Headteacher
<b>Contract:</b>	Permanent
<b>Hours:</b>	Full Time
<b>Remuneration:</b>	Teacher Leadership Pay Scale L26 – L32, £81,927 – £94,898
<b>Start Date:</b>	January 2024

## Overall Purpose of the Post

### The Headteacher will:

- Embody the values and ethos of Edgar Wood Academy and the Trust and work tirelessly for the benefit of children in the school's care
- Be a visible and compassionate leader for staff, children, parents/carers and the local community
- Embed exemplary behaviour and attitudes so that pupils are keen and ready to learn
- Maintain a safe and welcoming environment in classrooms and public areas of the school
- Demonstrate and articulate high expectations and set challenging targets for staff and students
- Secure excellent outcomes for all children, regardless of ability, gender, social background or ethnic origin
- Plan and effectively implement strategies to continue to improve the quality of teaching and learning at the school
- Empower children to be active participants in their learning and to take personal responsibility for improving their life chances through their educational experience
- Work with educational colleagues in the borough and the Trust to support the intelligent sequencing of education from early years to 18
- Be outward facing, and work effectively with educational and non-educational partners outside the Trust
- Ensure all parents/carers are supported and encouraged to be fully engaged in their children's learning
- Manage the school Senior Leadership Team and ensure the effective operation of performance management systems and that all staff receive effective professional development

- With the CEO and the Trust ensure that all statutory requirements are met in relation to the operation of the school
- Liaise with all relevant external agencies at both national and local levels as may be required from time to time

### **Teaching and Learning**

- Create and maintain a climate for learning and code of conduct in keeping with the values, aims and ethos of the school which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through an effective whole school behaviour management policy and associated procedures
- Determine, organise and implement an appropriate curriculum to meet the needs of all children in the context of the character of the school
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement
- Promote positive practices that promote and celebrate British values in the school and community
- Oversee a culture of equality ensuring this permeates through all areas of the school.
- Ensure that students develop study skills and achieve personal development outcomes in order to learn more effectively and with increasing independence

### **Assessment and Evaluation**

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary to achieve and sustain outstanding performance levels
- Ensure the effective use of comparative data, including at whole-school, Key Stage, subject, sub-group and student levels, in order to establish appropriate benchmarks and agree challenging targets for improvement (working with Trustees)

### **Student achievement**

- Make explicit to students, parents, teachers and the wider community, the school's high expectations for all children.
- Ensure that resourcing and staffing are dedicated to achieving the maximum progress and highest standards for all children
- Ensure that effective mentoring and tutorial systems are in place to support student achievement, personal development and well-being

### **Relations with parents/carers and the wider community**

- Develop positive relationships with the community, including voluntary groups, school neighbours, business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve children's achievement and personal development and to foster the good name of the school
- Maintain liaison with other secondary schools, FE, HE and relevant agencies
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including Trustees, the DfE, the local community and Ofsted
- Ensure that parents and children are well-informed about the curriculum, progress and attainment and about their shared responsibilities as members of the school's learning community

### **Managing own performance and development**

- Participate in arrangements for performance management and take responsibility for own professional development
- Prioritise and manage own time effectively

### **Managing and developing staff and other adults**

- Line manage the SLT and other senior staff as required from time to time
- Implement and sustain effective performance management systems, delegating performance reviews where appropriate
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities
- Lead professional development of staff through example

### **Managing Resources**

- Work to recruit staff of the highest quality to all posts within the school
- Work with senior colleagues to deploy all staff effectively in order to improve and sustain the high quality of education provided
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve children's achievements and secure value for money in how the school's funding from all sources is used
- Lead and manage probity and ethics in school operations

## **Strategic Leadership**

- Provide direction to secure the highest level of achievement for each student; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including higher education and employment
- Present a coherent and accurate account of capacity to improve the school's performance in a form appropriate to a range of audiences, including Trustees, governors, the DfE, ESFA, the office of the RSC, the local community and Ofsted
- Lead by example, provide inspiration and motivation, and embody for the children, staff, Trustees and parents the reality of the school's vision and aims
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
- Ensure that the management, organisation and administration of the school support its vision and aims

## **Work with the Designated Safeguarding Lead to:**

- Possess the skills and ability to identify abuse
- Know how to refer concerns to the appropriate investigating agencies
- Maintain detailed and accurate written records of child protection concerns
- Support, advise and share expertise with all members of the school staff
- Ensure staff members have access to and understand the school's safeguarding policies and procedures, and any local procedure
- Ensure child protection training is part of the induction for all new staff and that relevant training is provided where necessary
- Annually review and update the school's safeguarding policies and procedures in light of any new guidance, and present them to the Local Governing Body for approval
- Provide a copy of the child protection policies and procedures to parents who request to see them
- Contribute towards local child protection policy and groups by actively attending and contributing to meetings
- Provide written reports to the Local Governing Body in a timely manner
- Ensure that the Local Governing Body is updated on a regular basis regarding all child protection issues and investigations
- Ensure that relevant safeguarding files are copied and forwarded, in line with data protection law, when a pupil transfers to another school
- Lead a team reviewing and monitoring any causes of concern relating to Students.

No job description can account fully for all tasks needing to be performed by a Headteacher, and as such the contents of this document should not be seen as exhaustive. The Headteacher will be required to carry out any and all duties reasonably required by the Trust in the conscientious execution of their duties as Headteacher at Edgar Wood Academy.

## Person Specification

			Assessed by:	
No.	CATEGORIES	Essential/ Desirable	App Form	Interview
<b>QUALIFICATIONS</b>				
1.	A degree qualification from a recognised university.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Evidence of regular, recent, and appropriate professional development for the role of Headteacher.	E	✓	✓
4.	NPQH	D	✓	
<b>EXPERIENCE</b>				
5.	Successful leadership as a Headteacher	D	✓	✓
6.	Recent successful leadership at senior leadership level.	E	✓	✓
7.	Experience of teaching in more than one school.	D	✓	
8.	Significant, successful teaching experience within the secondary phase.	E	✓	
9.	To have had responsibility for policy development and implementation.	E	✓	✓
10.	To have taken an active role in school self-evaluation and development planning	E	✓	✓
11.	Experience in planning, setting objectives, prioritising, and monitoring progress at a strategic and operational level.	E	✓	✓
12.	Implementation of successful whole school initiatives and strategies to improve outcomes for children.	E	✓	✓
13.	Experience of enabling improvements to the quality of teaching, learning and assessment.	E	✓	✓
14.	Implementation of evidenced based approaches to	E	✓	

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	improve outcomes for children.			
15.	Leadership of successful curriculum design and implementation resulting in improved outcomes for children.	E	✓	✓
16.	Experience in delivering effective strategies to develop pupils' personal development and wellbeing.	E	✓	✓
17.	Experience of effective strategies to ensure good attendance, behaviour and attitudes to learning.	E	✓	✓
18.	Experience of and commitment to being proactive in creating effective partnerships with families, other schools, community groups and agencies to improve opportunities for children.	E	✓	✓
19.	Experience in implementing legislative requirements relating to education.	E	✓	
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
20.	Knowledge and understanding of the curriculum and teaching pedagogy for Key Stages 3 and 4	E	✓	✓
21.	To be able to use data, assessment and target setting to improve outcomes.	E	✓	✓
22.	Able to deploy resources efficiently and effectively to ensure best value and maximum impact on pupil outcomes.	E	✓	✓
23.	Able to build and maintain effective relationships through strong interpersonal skills.	E	✓	✓
24.	To inspire and lead a team effectively, delegate appropriately and manage the performance of individual staff members.	E	✓	✓
25.	Ability to motivate and support all staff and develop future leaders.	E	✓	✓
26.	Ability to enable and empower governors to fulfil their roles and responsibilities.	E	✓	✓
27.	Ability to communicate verbally with, and write reports for, a range of stakeholders, including the Altus Education Partnership, the local governing board, and external agencies.	E	✓	✓
28.	Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E	✓	✓

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29.	ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff, and children).	E	✓	✓
30.	Knowledge and experience of statutory guidance relating to education.	E	✓	
31.	Knowledge and experience of supporting organisational culture, which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations.	E	✓	✓
<b>PERSONAL CHARACTERISTICS</b>				
32.	A strong commitment to the vision and values of Edgar Wood Academy and of the Altus Education Partnership.	E	✓	✓
33.	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E	✓	✓
34.	Highest levels of professional and personal integrity.	E	✓	✓
35.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
36.	Personal resilience, persistence, and perseverance.	E	✓	✓
37.	Commitment to always maintaining confidentiality.		✓	✓
38.	Commitment to working flexibly outside of school hours to achieve outstanding outcomes for young people.	E	✓	✓
39.	Commitment to safeguarding and equality and diversity.	E	✓	✓