



Assistant Headteacher

L13-19 (Inner London)

Required for September 2018



An Introduction from our Headteacher

Dear applicant,

Thank you for expressing an interest in the position of Assistant Headteacher at City Heights E-ACT Academy. We are an ambitious school, serving the Tulse Hill, South Brixton and North Streatham areas of Lambeth. City Heights E-ACT Academy opened in September 2013, and will grow year on year until we reach full capacity including a 200 strong sixth form in 2020. The Academy works closely with the prestigious Dulwich College and enjoys a unique specialism in Modern Languages, with a focus on Spanish. The Academy is a happy, vibrant inclusive school, with an additional specialised provision, catering for a small number of students with additional learning needs on the ASD spectrum. Students who access this provision also participate in up to 50% of mainstream lessons, allowing them to flourish and benefit from tailored support in addition to mainstream schooling.

Judged by Ofsted to be 'Good' in May 2015, City Heights E-ACT Academy enjoys a growing reputation in the local community, with a high demand for places in Year 7. I joined the Academy in 2017 as Headteacher, from another school within the trust, and have been immediately impressed by the enormous potential at City Heights. We have a warm and friendly school community, with a strong staff of talented professionals. However there is much still to do in order to consolidate our 'good' practice and secure City Heights E-ACT Academy as a beacon of educational excellence in the South London area. As our school grows in size, a unique opportunity now arises for an Assistant Headteacher to join the Academy's Leadership Team. The successful applicant will be solution focused, improvement driven and determined to secure excellence in all that they do.

At City Heights E-ACT Academy, we are committed to achieving excellence. Our school has a unique 'DNA' which underpins all that we do.

We believe in Outstanding Learning

Excellent teaching and learning is the core to all that we do at City Heights. At City Heights every decision we make is made with the question in mind, 'will this help students to learn better and achieve more?' *Put simply, 'The main business is the main business'.*

We believe that all can achieve

We are clear that there are no excuses for underachievement. No matter what the starting point we believe firmly that outstanding progress is achievable by all. We subscribe to a 'growth mindset' and know that it is our role as teachers and professionals to identify the barriers to achievement and to support our young people to overcome them. *Put simply, 'We don't do excuses'.*

We have high standards in all that we do

We believe that we should have an unrelenting focus in meeting the highest standards in all that we do. From learning, to behaviour, to attitude, uniform or attendance, we challenge anything that is less than the very best. *Put simply, we believe that 'the street stops at the gate' and at City Heights we are not prepared to lower our expectations of anybody.*

We are all role models

Every adult in our community is a role model; every student is a role model and we all have the opportunity and responsibility to have a positive impact on the lives of others. We give trust and respect at all times regardless of whether it is earned. *Put simply, we 'walk the talk' and model the high expectations that we expect of others.*

This is an exciting opportunity to demonstrate real impact in an ambitious and forward thinking school. The successful applicant will be well prepared for future Headship and will benefit from an extensive network of professional learning experiences and opportunities. Visits to the academy are warmly welcomed prior to applying by contacting my Executive Assistant, Karen Tempia tempia.k@chea.org.uk. If you are excited by the potential of playing a key role in the future success of City Heights E-ACT Academy, then I look forward to receiving your application.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Elroy Cahill'.

Elroy Cahill

Headteacher



E-ACT are a nationwide family of secondary and primary schools committed to educational excellence and securing social change for the students in our care. We do this through a relentless focus on building strong teaching and learning, inspiring curriculums, effective standard operating procedures and embedding a culture based on our values of thinking big, doing the right thing and showing team spirit. The E-ACT team includes over 2,000 employees based across 24 academy teams, six regional teams and one national team. By giving our pupils the space and time to explore, to learn, to reach out to new people and to challenge themselves every day, we provide an education which gives every one of our pupils the opportunity to be the best they can possibly be. To do this we employ excellent teachers, who in turn, are supported by inspirational leaders in education. By being part of a Trust, our Academies can collaborate with one another, share ideas and practices. They can also rely on support, when it is needed, from teams of regional experts who enable Academy staff to focus on what matters most: our pupils. Whatever your role within E-ACT, we want everyone to keep on learning. We give every single one of our teachers three additional dedicated days to follow an individualised plan to build on your practice – through activities such as peer observations, visiting neighbouring schools or developing your lesson planning skills. On top of this every teacher participates in E-ACT’s professional learning programme in partnership with Ambition School Leadership (Teaching Leaders and Future Leaders).

E-ACT’s school improvement strategy is simple and focused on what matters most: developing people and getting the very best outcomes for our students.

Teaching and Learning

A relentless focus on the quality of teaching and learning

- Every lesson must enable every child to make outstanding progress
- For every teacher to be a subject expert, for them to know every child in their class – their potential and how to exceed this potential

Curriculum

Develop and deliver an engaging and inspiring curriculum

- The curriculum needs to engage, inspire and enable outstanding progress
- The curriculum needs to reflect and maximise the strengths of every teacher

Culture

Think big, do the right thing and show team spirit

- To create the right climate – where every child is happy, wants to learn and makes outstanding progress
- To create an environment which promotes honest and supportive relationships that enable everyone to be the best they possibly can be

Standard Operational Processes

Effective and efficient standard operating procedures

- To ensure that every system and process applied within the academy is focused on providing knowledge that enables every child to be safe and outstanding progress
- To ensure that consistent and effective processes are applied which enable teachers to remain focused on their core purpose

Job Description

Post Title:	Assistant Headteacher
Accountable To:	Headteacher and Deputy Headteacher
Location:	City Heights E-ACT Academy
Scale	Leadership Point 13 – 19 (Inner London)

PURPOSE OF THE POST

In conjunction with the Headteacher and Deputy Headteacher, the Assistant Headteacher will:

- Develop the academy as a catalyst for social change, improving the outcomes for pupils and the community as a whole.
- Be committed to supporting the child through their learning journey from 11-18 and beyond.
- Design and develop an outstanding, innovative and creative curriculum comprised of high quality vocational and academic options and utilising the latest technologies.
- Develop, in all pupils and staff, versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Develop positive external relationships at a local and strategic level, in partnership with E-ACT, Lambeth local authority and others, to promote the continued development of the academy, as a central resource for the community.
- Deputise for the Deputy Headteacher or Headteacher in their absence where required.

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's policy statements to fulfil the general aims and objectives of the Academy's Improvement Plan.

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

DEVELOPING PRACTICE

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on pupils' progress, attainment and well-being refining their approaches where necessary.
- Work effectively with the Headteacher and Regional Educational Director, the Academy Advisory Group to enable it to meet its responsibilities for securing effective learning and teaching and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with E-ACT , its other academies, strategic partners and stakeholders.

PROFESSIONAL SKILLS

- Promote and model inspirational teaching and learning around all subjects.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for pupils to develop their literacy, numeracy, thinking and learning skills appropriate within their key stage and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet pupils' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those they teach in order that pupils meet learning objectives and make sustained progress
 - Develop concepts and processes which enable pupils to apply new knowledge, understanding and skills.
 - Adapt their language to suit the pupils they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of pupils and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring pupils' progress and levels of attainment.
- Provide pupils, colleagues, and carers with timely, accurate and constructive feedback on pupils' attainment, progress and areas of development.
- Support and guide pupils so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent pupils.

- Use assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that pupils feel secure and sufficiently confident to make an active contribution to learning and to the Academy.
- Manage pupils' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
- Promote pupils' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

STRATEGIC DIRECTION AND DEVELOPMENT

- Support the Headteacher in the communication of the vision, effective management and operational efficiency to fulfil the ethos and culture of the academy.
- Lead on key specific areas of responsibility that ensures the realisation of an exceptional educational provision for all young people at the academy.
- Support the Headteacher in modelling the 'DNA' of City Heights E-ACT Academy, encouraging all stakeholders to uphold these on a day to day basis
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all pupils to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.

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- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Curriculum, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
 - Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
 - Understand how children and young people develop and how the progress, rate of development and well-being of pupils are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
 - Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
 - Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PERSONAL RESPONSIBILITIES

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Drive up expectations and promote an aspirational culture
- To carry out the duties and responsibilities of the post, in accordance with the Academy's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

City Heights E-ACT Academy is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check (formally Criminal Records Bureau Disclosure). We promote diversity and aim to establish a workforce which reflects the population of London.

Person Specification

Assistant Headteacher

Attribute	Essential	Desirable	How identified
Physical	<ul style="list-style-type: none"> In good health Excellent attendance Excellent punctuality 		<ul style="list-style-type: none"> Application References Interview
Qualifications	<ul style="list-style-type: none"> Good honours degree in relevant subject Qualified Teacher Status 	<ul style="list-style-type: none"> MA, NPQSL or further qualification relating to educational pedagogy 	<ul style="list-style-type: none"> Application References
Knowledge and skills	<ul style="list-style-type: none"> Ability to turn vision into reality Ability to inspire and motivate others Ability to lead and manage a fully inclusive school Ability to lead the design and development of an innovative curriculum Ability to understand, analyse and make effective use of a wide range of data Ability to work effectively with members of the local community and a range of stakeholders in developing the Academy as a community resource Ability to provide a safe environment to ensure the physical and psychological safety of the pupils Outstanding classroom practitioner Good knowledge and understanding of current educational thinking Exceptional levels of literacy and the skills to decimate this knowledge to others Proven ability to use intervention strategies to raise attainment of pupils 	<ul style="list-style-type: none"> An understanding of the challenges of alternative provision An understanding of associated external agencies and avenue of support for young people 	<ul style="list-style-type: none"> Application References Interview
Experience	<ul style="list-style-type: none"> Track record of successful senior or middle leadership experience Experience of successfully changing organisational 	<ul style="list-style-type: none"> Financial, budgetary and resource management experience Experience of engaging with community, business 	<ul style="list-style-type: none"> Application References Interview

	<p>culture, in relation to aspiration, teaching practices and standards</p> <ul style="list-style-type: none"> • Experience of developing and leading curriculum, innovation, using latest technologies • Experience of raising standards • Excellent record of student performance in public examinations 	<p>and industry partners</p> <ul style="list-style-type: none"> • Experience of developing, expanding and managing organisational change • Experience of delivering INSET/CPD sessions 	
Continuous Professional Development	<ul style="list-style-type: none"> • Evidence of commitment to personal CPD • Ability to lead the development of others 		<ul style="list-style-type: none"> • Application
Personal Qualities	<ul style="list-style-type: none"> • A passion for education and making a difference • Excellent communicator • Effective team leader/member • Drive and determination • Ambition • Energy, enthusiasm, sense of humour • The ability to forge effective relationships that aid the progression of the department • The ability to dominate your area of responsibility and ensure outstanding practice is disseminated through the academy as a consequence. 		<ul style="list-style-type: none"> • Application • References • Interview