



SPORTING STARS

achieving a brighter future

SPORTING STARS ACADEMY

Vacancy: Headteacher

Start Date: ASAP

Salary: Headteacher Group 5
(£64,143 - £87,313)

Salary will be adjusted to reflect the new pay award due shortly

Field Avenue, Baddeley Green, Stoke-on-Trent ST2 7AS

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Sporting Stars Academy is committed to providing each student with a diverse education in a safe and supportive environment that promotes respect, motivation and excellence in learning for today and the future.

We foster a collaborative working ethos; inviting parents, schools and the wider community to join us in assisting our children in their journey towards independence and success.

The academy is not affiliated with any specific religions but aims to provide all of its students with a broad and balanced knowledge and understanding of a multitude of religions, cultures and spiritual practices.

Our vision

- To improve the intellectual and emotional well-being of our children through academic success, enjoyment of sport and holistic pastoral care.
- To recruit high quality and committed staff and maintain the highest standards of staff training and support for continued professional development.
- To innovate and lead the alternative provision sector through high quality academic, pastoral and vocational provision.
- To create a learning environment that celebrates diversity by actively practising and promoting dignity, respect and inclusiveness.

We strive to be a caring employer who values all of our staff, providing genuine and exciting opportunities to develop expertise, share best practice and form strong partnerships both within and beyond our school. We know education really can change lives for the better and we passionately believe that every child should receive the very best education in order to fully prepare them for the future.

If you feel you have the skills, drive and commitment to join us at this pivotal time for Sporting Stars, we very much look forward to receiving your application.

You are guaranteed a very warm welcome by all.

Our professional culture sets the tone for the way we interact with others

- We are here for the children first.
- We model the behaviour we expect from others including children.
- We praise and share the success of others above ourselves.
- We define problems and design possible solutions - we don't grumble and moan.
- In the face of adversity, we remember we are team players and colleagues will support us through good and bad.
- We only make commitments we intend to and are able to keep.
- In conflict we talk directly and privately to the person with whom we share a problem - we don't gossip.
- We forgive and we move forward - each day is a new day.
- We give ourselves time to listen and think.
- Teaching and learning is the priority.

In safeguarding children, we aim to: -

- Provide an environment in which children feel safe, valued and respected.
- Allow children to feel confident, and know how to approach adults if they are in difficulties believing they will be heard.
- Inform all teaching and non-teaching staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible neglect or abuse.
- Provide a systematic means of monitoring children known, or thought to be at risk of harm and ensure we, as professionals, contribute to assessments of needs and support for those children.
- Develop and promote effective working relationships with other agencies, including children's social services and the police.

Main purposes of the role: -

The Headteacher is responsible for the school's educational performance and all aspects of the day-to-day leadership and management of the academy to ensure that it runs smoothly, efficiently, and effectively.

With the support and guidance of the Executive Headteacher they will establish and sustain the school's culture and be responsible for strategic planning and shaping the school's future.



Main Duties

1. Leading the School's Culture

1.1 With the guidance and support of the Executive Headteacher, establish and sustain an ethos and culture where:

- all children are challenged and supported in order that they are engaged in their own learning and can achieve success
- all children experience an enriched school life that drives their ambition
- relationships across the school community are positive and respectful
- staff have high professional standards and are committed to the children, their colleagues and the school as a whole
- everyone works collaboratively, shares knowledge and understanding, celebrates success and accepts responsibility for outcomes

1.2 Uphold ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.

1.3 Promote a safe, orderly and inclusive environment.

1.4 Promote equality of opportunity and take responsibility for tackling unlawful discrimination amongst all groups.

1.5 Challenge underperformance at all levels and ensure effective corrective action.

2. Shaping the School's Future

2.1 With the guidance and support of the Executive Headteacher, and in partnership with the school community:

- refine the vision for the school so that it is clearly articulated, shared, understood and acted upon
- translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans
- which are realistic, timely, appropriately sequenced and suited to the school's context
- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

3. Leading Learning and Teaching

3.1 Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.

3.2 Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.

3.3 Ensure that all children are taught to read through the provision of evidence-informed approaches.

3.4 Ensure valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum.

3.5 Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.

3.6 Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialisms.

3.7 Develop an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attitude for learning.

4. Managing Behaviour

4.1 Establish and sustain high expectations of behaviour for all children, built upon relationships, rules and routines which can be understood by all staff and children.

4.2 Implement consistent, fair and respectful approaches to managing behaviour and attitudes at all times of the school day.

5. Additional and Special Educational Needs and Disabilities

5.1 Establish and sustain culture and practices that enable all children to access the curriculum and learn effectively.

5.2 Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of children, providing support and adaptation where appropriate.

5.3 Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional Development and Managing Performance

6.1 Ensure effective planning, allocation, support and evaluation of work undertaken by individuals, ensuring clear delegation of tasks and devolution of responsibilities.

6.2 Maintain effective performance management of staff.

6.3 Ensure staff have access to high-quality, sustained professional development opportunities.

6.4 Develop and maintain a culture of high expectations for self and for others and to take appropriate action when performance is unsatisfactory.

6.5 Manage own workload and that of others to allow an appropriate work/life balance.

7. Accountability

7.1 Ensure individual staff responsibilities and accountabilities are clearly defined, understood, agreed and are subject to rigorous review and evaluation.

7.2 Develop and present coherent, understandable and accurate accounts of the school's performance to a range of audiences including stakeholders, parents and carers.

7.3 Understand and welcome the role of effective management, upholding the obligation to give account and accept responsibility.

7.4 Establish and sustain professional working relationships with Directors to enable them to meet their responsibilities.

7.5 Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

8. Organisational management

8.1 Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.

8.2 Ensure staff are deployed and managed well with due attention paid to workload.

8.3 Ensure the protection and safety of children and staff through effective approaches to safeguarding, as part of the duty of care.

8.4 Work with the Executive Headteacher to create and review an organisational structure which reflects the school's values, and enables management systems, structures and processes to work effectively in line with legal requirements.

8.5 Support the Executive Headteacher and the Directors to manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

8.6 Work with the Executive Headteacher and the Directors to identify priorities for expenditure.

8.7 Support the Executive Headteacher as appropriate to identify, manage and mitigate risk.

8.8 Recruit, retain and deploy dedicated and able staff (non-leadership) and manage their workload to achieve the vision and goals of the school.

8.9 Work with the Directors to recruit, retain and deploy dedicated and able school staff.

8.10 Use and integrate a range of technologies effectively and efficiently to manage the school.

8.11 When working with computerised systems to be always completely aware of responsibilities under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems and to comply with the schools GDPR policy at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Reporting Lines

The Head of School reports to the Executive Headteacher and is accountable to the Board of Directors. The Head of School oversees the work of all the school-based staff, whether directly or through line managers/team leaders.

- Lead by example, providing inspiring, creative and purposeful.
- Leadership for the staff and children.
- To work in partnership with the Directors, staff, parents/carers and other stakeholders.
- Monitor and evaluate the performance of the academy, responding and reporting to the Directors each half-term as required.
- Ensure outstanding pastoral care for all children.
- Ensure that policies and practices take account of national and local requirements.
- Regularly monitor, evaluate and review the impact of policies, priorities and targets and take action if necessary.

Safer Recruitment

Safer recruitment practice aims to minimise the risk of appointing individuals who are unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm. Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and to prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence to offer to a barred individual (or indeed for a barred individual to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity). All candidates are expected to understand their own responsibilities and duties in regard to child protection and safeguarding with due relevance to the specific post advertised. Any conditional offer of appointment will be made strictly subject to receipt of all required documentation (as specified) and satisfactory verification of all necessary checks

Person Specification

Qualifications and Training	E	D
Qualified teacher status	•	
Good honours degree in a relevant discipline	•	
NPQH Award		•
Safer recruitment training		•
Qualifications and Training	E	D
Recent experience as a successful senior manager in the secondary, aged 14 -19, phase (at least 2 years) with proven experience of creating and leading effective, high achieving teams	•	
Excellent secondary practitioner able to demonstrate outstanding practice in supporting others to improve	•	
Experience of setting and achieving ambitious, challenging goals and targets as part of the culture of high expectation and excellence	•	
Experience of strategically formulating aims, policies and plans (such as school development plan) and of monitoring, evaluating and reviewing the impact of these	•	
Experience of monitoring standards and developing curriculum delivery with successful target setting and tracking which has raised standard of attainment	•	
Experience of analysing/evaluating performance data in contributing to school improvement strategies	•	
Experience of teaching in more than one school		•
Experience of parental involvement schemes which have supported and enhanced pupil and school development		•
Experience of managing risk		•
Knowledge and Skills	E	D
Up to date knowledge including current and emerging priorities for the secondary, aged 14-19, sector, national policies, pedagogy, Ofsted framework, research findings	•	
Awareness and commitment to safeguarding and promoting the welfare of children including the expectation that all staff will share this approach	•	
Able to contribute to the leadership of school improvement		•
Good communication skills, both written and verbal	•	
Ability to manage and prioritise workload and, where appropriate, delegate to others	•	
Ability to develop and maintain appropriate relationships and establish effective partnerships with pupils, parents/carers, staff, and Directors	•	
Skilled in collaborative working and networking with a wide range of partnerships within and beyond the school	•	
Ability to determine, organise and implement a balanced and broad curriculum that has a positive impact on pupils' outcomes and their personal development, behaviour and welfare	•	
Ability to lead school wide improvement initiatives that have a demonstratable impact on pupils' achievement	•	
Ability to analyse and present data and information coherently and a range of sources of evidence to make judgements and identify next steps	•	
Ability to communicate a complex vision in simple and easily understood terms to a variety of audiences	•	
Ability to deal sensitively with people and resolve conflict	•	
Ability to effectively lead and manage staff including undertaking staff appraisals		•
Ability to deploy effectively staff and resources		•

Person Specification cont...

Attributes	E	D
Act with integrity	•	
Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes	•	
Positive, passionate, enthusiastic, self-confident and able to help others be the same	•	
Self-disciplined and able to reflect and learn in order to develop wisdom and understanding	•	

Other Duties

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties which may be required from time to time. Any such duties should not, however, substantially change the general character of the post