





**Welcome from the CEO**

February 2020

Dear Applicant,

Thank you for taking an interest in the Assistant Headteacher vacancy based at Royds Hall a SHAREMAT Academy. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post. I hope you enjoy the visit if you are able to attend, please do not hesitate to contact us if you need anything further.

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,



**John McNally**

CEO

SHARE Multi-Academy Trust is a charitable trust currently consisting of three secondary and five primary schools in West Yorkshire. Our schools are: Shelley College, Huddersfield; Heaton Avenue Primary School, Cleckheaton; Millbridge Junior, Infant and Nursery School, Liversedge; Cowlersley Primary School, Cowlersley; Royds Hall Community School, Beech Primary School and Luck Lane Primary School, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust.  As well as being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than six hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

* Encourage all our students/students to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
* Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
* Ensure our staff are happy at work, taking pride in students/students progress and development;
* Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
* Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

If you share our passion for challenging, improving and making our schools the best they can be, we’d love to hear from you.



Royds Hall

We are part of the SHARE Multi-academy trust. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice across the trust.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our students enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

The curriculum is developed in a thematic and practical way that engages both our employees and young people. We seek ways to make our curriculum even more interesting every year. Lessons are expected to be fascinating, engaging, exhilarating, and demand that students think for themselves whilst ensuring students see a purpose to their work. We use the latest research evidence to inspire and support staff in improving their teaching, ensuring personalised learning is at the heart of what we do.

The teams include teachers and support staff, all of whom work together to deliver the agreed curriculum to all our young people. Together they assess student progress and achievement to ensure each learner’s self -confidence and self -esteem rises quickly, developing their thirst for learning.

We can offer a strong team spirit and very high staff morale, which has created an open and supportive environment where staff can be innovative in accelerating students’ learning.



**Assistant Headteacher Role Profile**

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| ­Role title | **Assistant Headteacher**  **Positive Behaviour and Attitudes** | ***Reporting to*** | Headteacher |
| ***Section*** | Royds Hall |  |  |
| ***Contract type*** | Permanent | ***Grade / salary*** | L10 -14 |

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| ***Overall purpose of role*** | You will be required to meet the general requirements of the Assistant Headteacher role, as specified in the School Teachers’ Pay and Conditions Document 2016. You will help to provide strategic leadership at a whole-school level. In addition, you will be required to fulfil any reasonable expectations from the Chief Executive of the trust.  The post will require you to work in partnership with other leaders and staff across the MAT to:   * Lead a calm, safe, environment where all adults secure the highest standards of student behaviour and academic achievement. * Lead on attendance, positive behaviour and attitude to learning. * Develop strategies to help overcome obstacles students may experience in achieving their personal best, particularly those known to be at greatest risk of underperformance, e.g. disadvantaged cohort. * Promote and model good relationships with parents, which are based on partnerships, to support and improve students’ achievement. |
| ***Safeguarding requirements*** | This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household. |

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| ***Key outputs*** |
| **Formulating the aims and objectives of the school**   1. Act at all times in the best interests of students, taking all reasonable action to keep young people safe in school and beyond, maintaining an up to date knowledge of national guidance and legislation, e.g. “Keeping Children Safe in Education”. 2. Promote a strong culture of safeguarding where all members of the school community are vigilant and help keep students and staff safe in school and beyond. 3. Act in accordance with the trust’s aims and values at all times. 4. Maintain the highest expectations of what all children and young people can achieve, including the more vulnerable and disadvantaged. 5. Contribute to the formulation of aims and objectives in partnership with the school’s Governing body, Headteacher and the Senior Leadership team. 6. Lead by example, maintaining the highest standards of professional conduct and high levels of visibility around the school at all times. 7. Help to ensure a calm, safe, environment where all adults secure the highest standards of student behaviour and academic achievement. 8. Lead on attendance, positive behaviour and attitude to learning. 9. Promote and model good relationships with parents, which are based on partnerships, to support and improve students’ achievement. 10. Develop strategies to help overcome obstacles students may experience in achieving their personal best, particularly those known to be at greatest risk of underperformance, e.g. the disadvantaged cohort. 11. Gain a thorough understanding of the support young people and colleagues need to help all students enjoy their time at Royds Hall and achieve success. 12. Lead the rewards programme to ensure that all students feel valued and rewarded for their effort and achievement in school. 13. Implement and review the school/MAT policy, complete relevant audits and maintain accurate records. 14. Oversee effective pastoral systems to secure high standards of care, guidance and support. 15. Develop and oversee the behaviour policy to recognise and reward effort and consistently sanction negative behaviour in lessons and around school. 16. Implement, monitor and review systems to promote high levels of attendance and excellent punctuality, particularly for key groups of students. 17. Monitor the effectiveness and impact of strategies employed to improve behaviour and attendance. 18. Contribute to the overall vision of the school by attending senior leadership team meetings and helping to devise and implement whole-school policies. 19. Maintain a visible presence around the school, supporting duty teams and others by insisting upon and helping to maintain high standards of student conduct in lessons and around the school. 20. Consult and communicate effectively with all parties involved in the school, including students, parents, staff and governors. This will include leading assemblies and other whole-school activities. 21. Line management of Heads of Year   **Establishing policies through which aims and objectives can be achieved**   1. Evaluate the effectiveness of the school’s performance, triangulating assessment practices and how it is used to support highly effective learning and teaching. 2. Make plans to improve standards in consultation with colleagues, parents and others as appropriate. 3. Undertake professional development and maintain an up to date knowledge of best practice, to ensure plans are suitably ambitious and rooted in research about effective strategies. 4. Communicate policies clearly with all stakeholders as necessary.   **Manage staff and resources to achieve aims**   1. Lead people within the pastoral team and help colleagues that you line manage to produce a relevant and effective personal development plan as part of their appraisal/performance management. Review progress towards objectives consistently within the school’s framework for benchmarking. Hold the staff that you manage accountable for performance against their objectives and wider professional performance. 2. Ensure colleagues are clear about their roles and the contribution they need to make to the school’s success. 3. Coach and support colleagues, helping them to achieve their personal best. 4. Challenge underperformance or low expectations. 5. Manage a budget, using resources to achieve the maximum educational benefit for the best value for money. 6. Monitor progress towards the achievement of aims and objectives 7. Evaluate the progress against plans, adjust strategies to ensure impact and support others to achieve aims. 8. Welcome and act on feedback from a range of audiences, including Senior Deputy Headteacher, parents, staff, students and external advisers. 9. Prepare reports, attend and chair meetings as appropriate. 10. Use a broad range of evidence to evaluate progress, including discussions with staff, students and parents, lesson observations, student performance data and sampling the quality of students’ work.   **Undertake the professional responsibilities of a teacher**   * Please refer to the separate role profile for a teacher.   **General**   1. Be willing to work flexibly, in terms of working hours, e.g. attending meetings outside normal school hours or occasionally during the school holidays for results days or other significant events. 2. Attend such meetings as may be required with the CEO, directors and other trust employees as the role requires. 3. To undertake any other duties associated with the role, as may be decided by the Chief Executive. |

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| ***Dimensions*** *(financial/statistical/mandates/constraints/no. of direct reports)* |
| * Range of Students – up to 850. * Number of direct reports - up to 5, including SLT links * Working with and supporting other leaders across the MAT |

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| ***Work/business contacts*** |
| Headteachers and trust senior leaders; senior staff, including headteachers, in partner schools. |

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| ***Expertise in role required (at selection - Level 1)*** | **Essential or**  **Desirable** |
| 1. Qualified Teacher Status. | Essential |
| 1. Degree or equivalent. | Essential |
| 1. Evidence of continuing professional development and a willingness to undertake further development as appropriate. | Essential |
| 1. Good working knowledge of the OFSTED framework and other measures for evaluating the performance of a school. | Essential |
| 1. Successful teaching experience as measured by student data and lesson observations. | Essential |
| 1. Successful leadership experience at a significant (e.g. whole-school) level. | Essential |
| 1. Experience of improving standards for teachers, key stages or a subject. | Essential |
| 1. Experience of improving standards at a whole-school level, including leadership. | Desirable |
| 1. Able to develop strategies for improving the behaviour for learning in school. | Essential |
| 1. Able to analyse data with a view to developing strategies to improve performance. | Essential |
| 1. Able to monitor and evaluate impact of interventions and strategies. | Essential |
| 1. Knowledge of attendance, and how to drive improvement in this area. | Essential |
| 1. Excellent communication skills. | Essential |
| 1. Outstanding behaviour management skills. | Essential |
| 1. Commitment to the safeguarding of young people. 2. Ability to coach others to improve leadership & teaching. | Essential  Essential |
| 1. Able to successfully lead others, identifying clear priorities, communicating effectively and supporting improvements. | Essential |
| ***Other (physical, mobility, local conditions)*** | |
| 1. Good role model in terms of promoting trust aims and values, together with professional standards for teachers and leaders. | Essential |
| 1. Is willing to work flexibly within scope of overall hours, e.g. evening meetings. | Essential |
| 1. Willing to work at different trust schools sites for short or medium term placements. | Essential |

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| ***Expertise in role - after initial and advanced development*** |
| * Wide network of school improvement contacts both within the trust and with external bodies * Evidence of on-going continuing professional development at a senior level |

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| Structure |
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| ***Signatures*** |
| Approved by : CEO    Approved by : Post Holder/or Representative |

To apply, please complete a SHARE MAT application form on the TES website, which can be found on our career site here: <https://www.tes.com/jobs/employer/-1082675>

**Closing date: Monday 17th February 2020 at 12 noon**