

Assistant Headteacher; Raising Standards Leader Application Pack **Leadership scale: 12- 15 (Outer London)**

Thank you for considering Bolder Academy as the next step in your career. I hope this brief letter explains what we are about and why it is an exciting place to choose to work.

This is an exciting opportunity to be part of the Academy's history and to create a school that truly stands apart: shaping the curriculum, sparking enthusiasm and excitement for academic learning and enrichment and taking on Academy-wide responsibilities.

We are looking for an experienced and highly effective leader with the energy, drive, enthusiasm and ambition to join an outstanding and dedicated Senior Team. This is a unique opportunity to work as part of a forward thinking Leadership Team, helping lead a successful and expanding school towards 'outstanding' as we increase the school roll to KS5 over the next three years.

The successful candidate will:

- Have proven experience of raising standards and supporting colleagues to do the same
- Be an outstanding classroom practitioner
- Be an inspirational and enthusiastic leader with the ability to energise and motivate others
- Have a proven track record of ensuring outstanding student achievement through their own practice and by leading other staff.
- Have exceptional communication and interpersonal skills and a 'can do attitude'
- Be able to enhance the performance of a highly successful school
- Be an innovative, strategic thinker
- Be able to teach maths or science

We will offer:

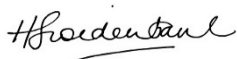
- Students who thrive within our inclusive ethos and enjoy school
- Staff who are committed, hardworking and highly motivated
- Supportive governors who work in a positive partnership
- Opportunities and experiences in preparation for the next stage in your career

Bolder Academy is a mixed, non-denominational school which opened in September 2018. Set up by primary and secondary Headteachers of the London Borough of Hounslow to meet the demand for extra school places, we are already part of the community.

Extraordinary partnerships have been formed with key local businesses such as Sky resulting in a 'bold' education: a traditional, highly academic curriculum combined with brilliant extra-curricular opportunities.

Bolder Academy offers our students and our staff to shine brighter, to be bolder.

I look forward to meeting with you,

A handwritten signature in black ink, appearing to read 'H Swidenbank', written in a cursive style.

Heidi Swidenbank
Headteacher



The Bolder Way and You

Bolder Academy will be an exceptional place to teach and to lead. We know that by joining the team, at this stage, a Bolder future truly awaits you.

You

Creativity, innovation and imagination are at the heart of everything we do. We know that this can only be achieved if we look after our staff, you.

We will support you to be courageous and try new things, question traditional ways of 'doing school', and encourage you to grab opportunities and take risks. We'll support you every step of the way.

We want all our staff and students to find their voice and express themselves.

Our commitment to you:

1. **Putting what matters most above all else:** We have the highest expectations of our students and our staff. We recognise that unnecessary burdens, bureaucracy can get in the way and must be removed if we are to achieve great things. Say goodbye to meetings: 'agenda item 1: meeting for the sake of meeting.' Say hello to assessment systems which are workable, efficient and, above all, designed to have the most impact on students and support staff well-being.
2. **Pay:** Bolder's pay scales benefit from the Outer London uplift.
3. **Career Progression:** We are ambitious not only for our students but for our staff. We will provide you with all the experience and skills for you to make your next move into headship. You will make an impact; you will make a difference.
4. **Professional development, coaching and mentoring:** Bolder's professional development budget and the opportunities on offer are substantial. Each member of our staff can choose to be coached and mentored, allowing you to develop skills, career goals in areas of most interest to you.
5. **Working environment:** We are housed in a brand new, state of the art building, providing the perfect environment for all to learn, teach and succeed.
6. **An easy commute:** We are just a 5 minute walk from Syon Lane mainline station, or 10 minutes from Osterley Tube station on the Piccadilly Line. Buses 28 and H91 stop close by and buses 267, 237 and 235 are a within a short walk.



The Bolder Application

"We need a different kind of education, one that combines deep thinking (head); growth, character and dialogue (heart); and an ability to solve problems, generate ideas and engage in the world (hand). School should be, above all else, a place of learning in all its expansive complexity: learning how to think, learning how to live, learning how to create." Peter Hyman, School 21

Creating a different kind of education, a bold future, for our staff and students, requires a certain type of leader, a certain type of teacher. Undeterred by the teacher recruitment crisis, we know what we are looking for.

Our vision is one of excellence and ambition which is built on a bedrock of strong moral purpose. We are dedicated to creating optimism, openness, brilliance.

As a member of staff, you will play an integral part in developing the Academy's culture. You will be responsible for promoting our vision, developing and embedding our values, turning the words on our page into reality.

Details of the job description and the job specification are attached. It is important that you address the points in the job specification in your application.

Further information about the Academy can be found on our website www.bolderacademy.org To apply, please click on the 'Apply' button on our TES listing to fill out an online application form. Alternatively, please email vacancies@bolderacademy.co.uk to obtain an application form or if you have any questions.

Timeframe for Recruitment

Closing date for applications	<p>We will shortlist and interview as we receive applications – so please send them in before the deadline of 9am on 23rd May 2022</p> <p>Interviews will be held according to application and we will consider interviewing early if we receive a strong application.</p> <p>Please note that we do not accept CVs and agencies need not apply</p>
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Person Specification: Assistant Headteacher

		Essential	Desirable	Evidence
Qualifications and Experience				
1	Good Honours degree.	Y		A
2	Qualified to teach in the UK.	Y		A
3	QTS	Y		A
4	Relevant higher degree		Y	A
5	Evidence of CPD at a level appropriate to your present post	Y		A
6	Evidence of a desire to continue to develop professionally		Y	A,I
7	Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement	Y		A,I
8	Understanding of key educational issues/change, combined with the ability to lead and co-ordinate their effective implementation	Y		I
9	Understanding of the most effective strategies in improving student performance with a proven track record of implementation and impact.	Y		I
10	Proven track record in leading, monitoring and managing staff including building developing and retaining a successful team, succession planning, delegating effectively and implementing and managing change	Y		A,I,R
11	Experience and knowledge of post 16 education		Y	I
12	Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems	Y		A,I,R
13	A proven track record of professionally developing colleagues.	Y		I,R
14	Successful demonstrable experience of positive behaviour management and developing a student focused, inclusive and effective learning environment where high aspirations are fostered so that behaviour and attendance are outstanding	Y		I,R
Vision and Strategy				
15	Vision aligned with Bolder's ambitions to be an outstanding school which has high aspirations and high expectations of self and others.	Y		A, I, R
16	Understanding of what outstanding learning and teaching practice looks like, how to diagnose and implement effective strategies to raise learning standards.	Y		A, I, R

Behaviours, Skills and Abilities				
17	Able to work in close harmony with the Headteacher and Governors.	Y		I
18	Effective leadership and management style that encourages participation, innovation and confidence.	Y		I, R
19	Personal impact and presence: wanting to be part of something new.	Y		I
20	Willingness to 'roll sleeves up' and 'get stuck in'.	Y		I, R
21		Y		A, R
22	Ability to develop the leadership skills of others.	Y		A, I
23	Strong interpersonal, written and oral communication skills.	Y		I, R
24	The ability to take personal responsibility, a readiness to reflect and the ability to change, take risks, and work with a 'can do' attitude.	Y		A, I, R
25	Resilience and the ability to work under pressure.	Y		A, I, R
26	Strong time management and organisational skills.	Y		A, I, R
27	High levels of integrity and honesty.	Y		A, I, R
28	Able to lead external relationships and can skilfully manage and maintain effective working relationships with parents and other stakeholders.	Y		A, I, R
29	Proactive, innovative and versatile with a high level of drive, energy and enthusiasm necessary to effectively deliver common goals	Y		I
30	An innovative, strategic thinker with excellent problem solving skills	Y		I
31	A positive, professional role model for staff and students, with high expectations of themselves and others	Y		I, R
32	Articulate, attentive, respectful, ethical and approachable with excellent interpersonal communication skills both verbally and in writing	Y		I, R
33	Speaks English fluently.	Y		I
Others				
26	An ability or willingness to teach a second subject.	Y		I
27	This post is subject to an enhanced DBS.	Y		A, I, R
28	The post holder must be committed to safeguarding the welfare of children.	Y		A, I, R

Key to Evidence: A = Application I = Interview R = References

Job Description: Assistant Headteacher

Grade / Salary Band:	Leadership Scale point 12 – 15 (Outer London)
Line manager:	Headteacher
Posts directly supervised:	Associate Senior Leaders Teaching and Support Staff as required
Main Purpose of Role:	
<ul style="list-style-type: none"> • Under the overall direction of the headteacher, contribute to the effective strategic leadership of the Academy. • Lead the ongoing development and implementation of strategies to deliver high quality learning and sustained high achievement and progress. • Play an active role in developing, sustaining and modelling the skills, attributes and behaviours of a high-performing leadership team. 	
Main Accountabilities:	
<ul style="list-style-type: none"> • To ensure strong student progress and outcomes at KS4 (Yr 9-11) • Providing outstanding leadership and management to and of staff. • Ensuring highly effective communication to all stakeholders (staff, students, parents, governors and local community groups.) 	
Core Accountabilities:	
<ul style="list-style-type: none"> • Evaluating school performance and identifying priorities for improvement. • Promote excellence, equality and high expectations for all students. • Play a driving role in devising and delivering the school's vision, leadership and direction. • Promote a safe and productive learning environment which is engaging, motivating and inspiring for all students. • Undertake day-to-day management, organisation and administration tasks. • Leading on day to day maintenance issues. • Line managing curriculum areas/key stages. • Participating in lesson observations and other quality assurance activities. • Being highly visible particularly at lesson changeover, before, after school, break and lunchtime, ensuring pupils arrive on time to school and class. • Touring the school site regularly taking the necessary action to ensure the schools ethos is maintained and any areas of concern are followed through on and dealt with. • Being in contact with senior colleagues and the Headteacher at all times during the school day. • Continuing self development and participate in training and development activities. • Covering the duties of other senior colleagues as and when required. • Attendance at School Governor Body meetings where appropriate playing an active role in specific sub committees. • Furnishing reports to the School Leadership Team, Governors and parents as required. • Provide up to date data relating to areas of responsibility and information for the schools website and plasma screen based on role and responsibilities. 	

Specific Role Responsibilities

- Co-ordinate the Whole School Intervention/Revision Programme at KS4
- Regularly review key marginal students and use resources available to motivate staff and students.
- Review data and ensure appropriate intervention is put into place in the first year.
- Regularly review pupil timetabled provision – reorganising groups where appropriate
- Disseminate information to parents including vulnerable groups re: the Programme in place.
- Co-ordinate parents’/carers’ meetings for students on the Intervention Programme.
- Meet with parents where appropriate.
- Train/support staff on effective intervention strategies and effective use of data.
- Support departments in developing focussed assessments and structured teaching to maximum impact, ensuring progress checks are cumulative and staff understand level/grade boundaries and mark rigorously to Assessment criteria.
- Develop a bank of best practice interventions for staff.
- Meet with Heads of Departments to agree targets, interventions and feedback on individual students who are key to overall achievement targets and monitor the impact.
- Support departments and ensure all staff are utilising resources available., including on line tuition
- Support staff in ensuring that professional predictions are accurate and all staff are using fine grading
- Ensuring via departments that students are fully prepared for their pre public exams. Put in place Year 11 Revision and study skills support via in house/external input sessions.
- Using assemblies to motivate students at KS4 incentivising their efforts, linking progress to hone performance.
- Monitor very carefully ‘in house variation’ at Department or class teacher level, working closely with both to identify blockages and interventions/support required. Implement and monitor for impact.
- Monitor and take action where group performance is below expectations, including PP and SEN.
- Put in place a programme of peer mentors in subject if appropriate.
- Organise KS4 information evenings to support parents’/carers’ and students to understand best approaches to revision.

Safeguarding Children, Safer Recruitment and Health and Safety

The Academy is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. All staff will:

- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

- Ensure that all staff and volunteers are able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in timely manner in accordance with agreed whistle-blowing practices.
- Uphold the Academy's policy in respect of child protection and safeguarding matters.
- Have commitment to the Academy's equality policies.
- Ensure any extra-curricular activities will be free from partisan, political and religious view. Where political issues are discussed, a balanced view is always presented.
- The law requires employees to:
 - Take reasonable care of their own health and safety and that of others who may be affected by what they do at work.
 - Co-operate with their employers on health and safety matters.
 - Do their work in accordance with training and instructions.
 - Inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

In addition, teachers and other staff in schools have a common law duty to act as any prudent parent would do when in charge of students.

Specific areas of responsibility allocated to the Deputy Headteacher will be rotated from time to time to provide ongoing professional development and in the light of the changing needs of the Academy. Any major change in the manner and scope of responsibilities mentioned above will be agreed in negotiation between the holder and the Headteacher.

I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.

Name:

Signature:

Date: