



Assistant Headteacher Candidate Pack

Required for September 2022

Candidate Pack



**CARLETON
HIGH SCHOOL**

Welcome

Welcome from the CEO and context for this appointment.

Dear applicant,

Thank you for registering your interest in joining Pontefract Academies Trust. I hope the information provided will interest you and help you with the application process. Pontefract Academies Trust is a cross-phase Multi Academy Trust comprising six primaries and two 11-16 secondary schools. Currently, our schools are located within a tight geographic hub within Pontefract, with students drawn from the local community, including different catchment areas.

As the Chief Executive Officer of the Trust, I am excited by the opportunities that the next phase of our development will bring. Our family of schools has moved forward at some pace since 2018, and we aim to continue this trajectory and emerge from the pandemic with excellent outcomes and continuous improvement. As we enter 2022, the Trust has refreshed its strategic plan to reflect the next phase of its development. The Trust is clear on its strategic priorities and what levers we have to pull to deliver on our mission of running high achieving schools. The Trust is well positioned with a growing reputation for school improvement across the region, is financially solid and sustainable and all our schools collaborate strongly. I urge you to read the Trust Strategic Plan for 2021-2024 for more detail.

Pre-Covid, our six primary schools, delivered their best SATs outcomes. All primary schools achieved their highest attainment figures in meeting the national reading writing, and maths standards. From a starting position of 12% below the national average, the Trust is now 12% above and is the 22nd highest performing Multi Academy Trust in the country on this measure. In addition, our two secondary schools obtained their best outcomes; the Trust moved one of our secondary schools from special measures to a 'good' Ofsted judgment in just over twelve months. I am delighted that the journey over the last two years has seen our people shape and influence the vision and guiding principles of the Trust.

The geographic concentration of our Trust provides us with unique opportunities. Most of our students start their education in a Trust school in nursery or reception and are with us until they are sixteen. Essentially, the Trust and its schools provide an all-through education for most students of compulsory school age in Pontefract. The opportunities this affords us are enormous if one sees the journey from the early years to 16. Looking at the opportunities through such a lens and with this mindset, the possibilities become very apparent. We are not there yet, we have made a great start in benefitting from the opportunities of a "through school mindset", for example:

- The opportunity to raise attainment in all stages reduces any performance dips when students transfer.
- Effective curriculum planning and delivery so that the gaps students pick up in a subject, for example, in Year 7, can be traced back to how the subject may have been taught in Year 5. Effective curriculum planning across phases can reduce what Ofsted calls "cumulative dysfluency" – i.e., the dangers of missing knowledge. Planning not bound by phase boundaries can help students and staff.
- Improved pastoral care and the transition between phases by a more "joined-up approach" with all students, particularly those most vulnerable with SEND and additional needs.
- Improved teaching and learning by developing our rubric, sharing expertise across phases, and creating enhanced opportunities for recruitment, retention, and deployment of staff.

So, what are we looking for? Firstly, we wish to appoint positive people who want to make a difference. Being a leader at the Trust means understanding the importance of the softer skills of leadership such as the ability to communicate well, collaborate and influence a range of internal and external stakeholders. Our school leaders are achievement focused, with a strong belief in inclusive schools. You will be passionate, highly driven and have the opportunity to play a significant role in the next phase of the Trusts development.

We wish to appoint people that understand and believe in our guiding principles and values. If successful, you will be joining the Trust at an exciting time to help. Of course, it is essential that we get the right people on board – people that are not precious or territorial. We want to hear from flexible people, who with 100% backing and support, will get their hands dirty with some of our biggest school improvement challenges. Succeeding with some of our most significant projects will bring more considerable advancement and rewards for the right person.

I hope this introductory letter provides a sense of our culture and ethos and our direction of travel. If you decide to apply, we appreciate how long it takes to apply for jobs, but please do not send a general letter; we are looking for someone prepared to respond to us, respecting where we are at on our journey as a Trust. You can be sure that we will take time and care in reading your application form and covering letter.



Julian Appleyard OBE
CEO



Introductory message from Jo Cross, Headteacher.

Thank you for your interest in the position of Assistant Headteacher at Carleton High School. This is an extremely exciting time to be joining our incredible team of staff and further enhance our senior leadership team, as we continue on our journey to becoming an outstanding school.

Our vision is quite simply to provide a first-class education where all our pupils make outstanding progress. This really matters; academic results open doors for young people and in our achievement focused learning culture we do 'whatever it takes' to make sure our students, no matter what their starting point or background, get the chance in life they deserve.

I joined Carleton High School as Headteacher in September 2018 and since then, not only is the school rated as a 'Good' by Ofsted, it has also been awarded 'The most improved school in the North of England' by the Fairer Schools Index. This is testament to the hard work and commitment of our students and staff and puts us firmly on our journey to Outstanding.

I am pleased to say that our success has not stopped there. Our GCSE results in 2019 were the best in Carleton High School's history. We are now one of the highest performing schools in the Wakefield Local Authority. We are also ranked in the top 1% of most improved schools across the country for pupil progress.

We are looking for an exceptional leader who will be committed to our mantra of 'culture + consistency = excellence'. A leader who understands true leadership and will bring considerable passion and high energy and play a pivotal part in our journey to becoming an outstanding school. You will have the opportunity to work with like-minded individuals to make a real lasting and positive impact on our community.

You will see that the job description for this role is deliberately generic, as what matters is appointing 'the right person'. Someone who shares the same ethos and values, and who will be the perfect fit to join our highly successful senior leadership team.

We are working to create something exceptional for the young people at Carleton High School, and if this ambition appeals to you, we look forward to reading applications from exceptional individuals, who have an unwavering focus on achievement to ensure our young people receive the absolute best and get the chances in life they deserve.

Yours faithfully,

Jo Cross
Headteacher

About the Trust.

Achievement Without Excuses.

We have an unwavering focus on achievement. This is paramount so that all of our children and young people enjoy greater life chances.

We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

Excellence As Standard.

We set high standards. "Good enough" is simply not. We do not accept second best from our pupils or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and simple and precisely executed systems that not only develop and sustain excellent performance, but never stifle individual flair.

Stronger As One.

We take collective responsibility for each other and the results of all of our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each school. To this end, collective accountability is rooted in a "if one fails we all fail" mentality.

As a family of schools we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.

Our Mission.

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

Our Vision.

Where every child and young person makes outstanding progress.

Our People Matter.

We know that our people make a difference to the lives of our 3–16-year-olds. We want to make our schools places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional work environments where our people have the support and tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

Pupils Come First.

Our schools are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in schools and the central Trust office work to this end.

The Trust aims to keep low priority tasks away from front line teachers and leaders so that they can focus explicitly on our core business of teaching and learning.

Our Schools.

The Pontefract Academies Trust family includes a range of schools across Pontefract. We provide education from nursery, through primary and secondary.

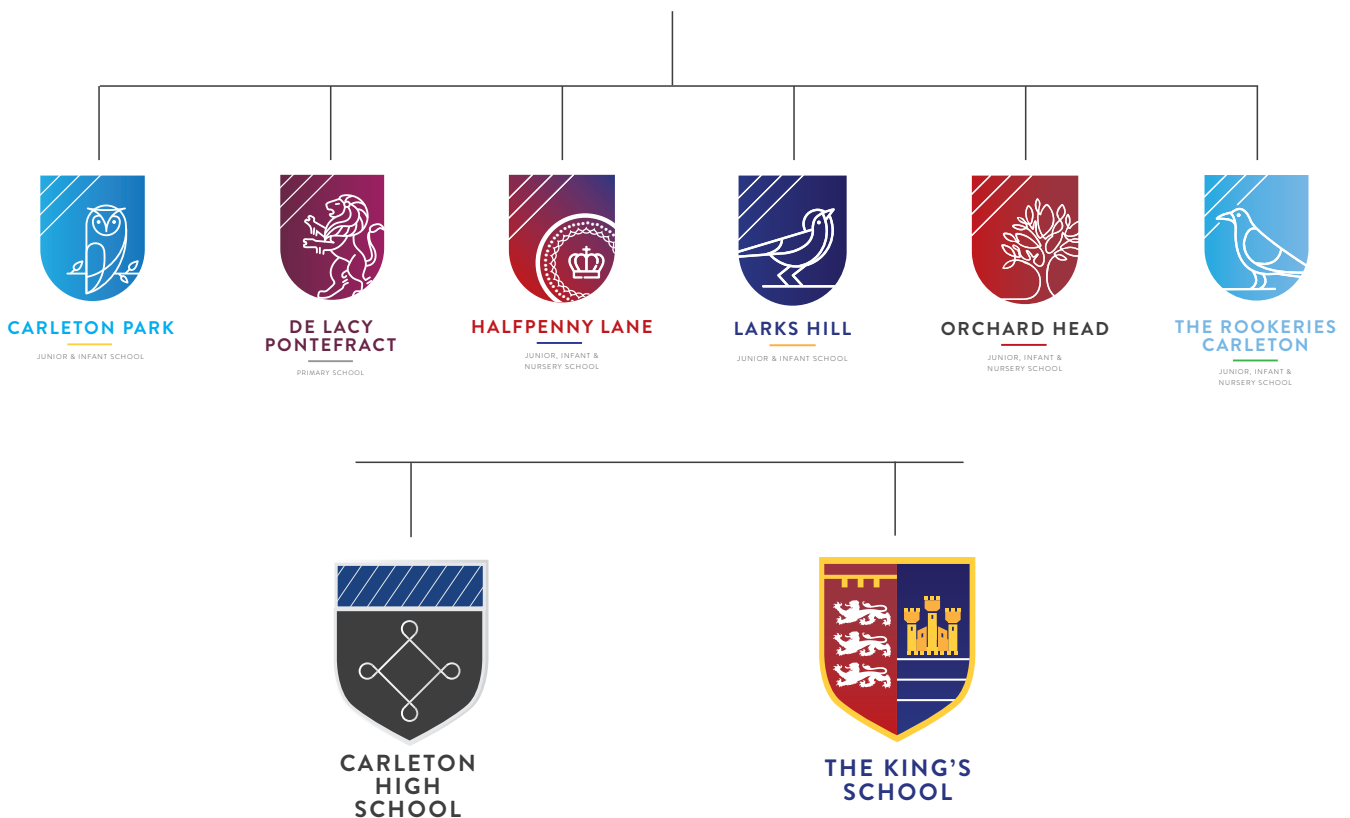
Each school is individual and responds to the needs of its local community to provide the best possible opportunity for its young people. However, being part of a Multi Academy Trust means each school can benefit from shared resources and systems that allow collaboration for the benefit of our children and young people.

8 SCHOOLS

ONE TRUST



PONTEFRACT
ACADEMIES TRUST



About Carleton High School.

It is not just another secondary school, it is a thriving, high performing and successful place where students grow into the very best version of themselves.

The school's vision is to deliver a first-class education to all students so that they make outstanding progress and get the chances in life they deserve. This passion is shared by the phenomenal team of talented staff at Carleton High School, who do whatever it takes to make this vision a reality.

The ethos for the school is summarised through our mantra, Culture + Consistency = Excellence. Put simply, this means that we have an achievement focussed culture where we do not put a ceiling on what our students can accomplish. This really matters; academic results open doors for our young people. We aim to be consistent in our approach to everything that we do, never compromising on our high standards so that all our students, no matter what their starting point or circumstance, thrive and achieve their absolute best!

Carleton High School is an Ofsted 'good' school and are firmly on a trajectory to be rated Ofsted 'Outstanding' at our next inspection. We are proud to be one of the highest performing schools in the Wakefield authority and are ranked in the top 1% of schools in the whole country for improvements in student progress. In addition, we have recently been named the 'most improved school in the North of England'.

At Carleton High School, we aim to make success inevitable. We are proud of the impeccable behaviour of our incredible students who enjoy excellent teaching and learning, exceptional pastoral care, a broad and balanced curriculum, and work in a learning environment with superb facilities on our modern, attractive site. Our students really are the heart of what makes Carleton a special place to be. We live and breathe our student values of respect, responsibility, determination and excellence. These values reiterate positive attitudes to build character and alongside our curriculum, we ensure our students leave us with a high level of knowledge, a vast expanse of skills, and develop into well rounded citizens, who are well prepared for their next steps in life.

We are passionate about the impact that activities outside the curriculum have on our students too, and encourage all of our students to immerse themselves in the full life of the school. We provide them with valuable opportunities for character development, leadership, educational visits, extra-curricular clubs and so much more! This is so our students can discover new interests, develop existing ones, and further develop their character and wider personal skills. n and young people.

Carleton High School is an 11-16 school with a planned admission number of 210 pupils in each year group.



Job Description:

Assistant Headteacher

Reporting to:	Headteacher
Salary:	L13 – L18b (£56,721 – £64,143 per annum dependent on experience)
Term:	Permanent – full time
Location:	Carleton High School

Job Purpose

- To play a key role in supporting the Headteacher as part of the Senior Leadership Team in ensuring that the vision and ethos of the school and Pontefract Academies Trust, is clearly articulated, shared, understood and acted upon effectively;
- To support the Headteacher as part of the Senior Leadership Team in leading the operational and ongoing strategic development of the school;
 - To raise standards of student attainment and achievement across the school by:
 - Providing strategic leadership for all aspects of inclusive education.
 - Developing systems and enhancing student engagement.
 - Developing effective partnerships with external agencies.
 - Ensuring high quality child protection and safeguarding practices are embedded.
 - Developing and enhancing the teaching practice of others.

Key Responsibilities and Accountabilities

The post holder will:

- Contribute to monitoring, evaluating and developing the quality of provision across the school;
- Play a significant role in contributing to operation and strategic planning, specifically the School Improvement Plan and SEF;
- To be accountable for developing inclusive learning strategies that complement the Trust's Behaviour for Learning (BfL) strategy and promotes a vibrant learning environment throughout the school;
- Undertake a range of rigorous quality assurance activities in order to report on the impact of school improvement strategies and systems, and make recommendations for development and target support accordingly;
- Contribute to the development of leadership and management capacity across the middle leadership structure;
- Develop and implement action plans to help raise standards and secure improvements;
- Attend and lead meetings as appropriate;
- Be a visible presence around the school every day – both on the corridor and in lessons;
- Line manage leaders, teams and other appropriate areas of the school as required;
- Attend all school events;
- Work with middle leaders to ensure effective systems are in place to track and monitor student progress and provide impactful interventions as necessary;
- Develop, implement and support relevant school and Trust academic policies and procedures.

Job description continued on next page



Core Responsibilities and Duties

All post holders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line-manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Performance Management Policy.

Safeguarding

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person specification

			Assessed by	Assessed by
No.	Categories	Essential or Desirable	Application Form	Interview or Task
Qualifications and Training				
1.	Education to degree level or equivalent;	E	✓	
2.	Qualified Teacher Status;	E	✓	
Experience				
3.	An excellent track record of recent, relevant professional development;	E	✓	✓
4.	Responsibility for an area of whole school performance;	E	✓	✓
5.	Experience of effective teaching and performance within a curriculum area;	E	✓	✓
6.	Experience of SEN provision and responsibilities;	E	✓	✓
7.	Innovative use of resources;	D	✓	✓
Abilities and Skills				
8.	Experience of working as a strong leader and as a member of a team in an educational setting;	E	✓	✓
9.	Innovative approaches to working with students, parents, staff and other stakeholders;	E	✓	✓
10.	Initiate, lead and manage change programmes;	E	✓	✓
11.	Prioritise, plan and organise;	E	✓	✓
12.	Direct and co-ordinate the work of others;	E	✓	✓
13.	Set high standards and provide a role model for students and staff;	E	✓	✓
14.	Deal sensitively with people and resolve conflicts;	E	✓	✓
15.	A commitment to an open and collaborative style of management;	E	✓	✓
16.	Motivate others;	D	✓	✓
17.	Liaise effectively with other organisations and agencies;	D	✓	✓
Knowledge and Understanding				
18.	Of the principles behind the Core Purpose of the role and potential for raising standards;	E	✓	✓
19.	The principles and characteristics of effective schools;	E	✓	✓
20.	The principles and practices of strategic and operational planning and delivery;	E	✓	✓
21.	Effective review and evaluation procedures;	E	✓	✓
22.	Different methods of consulting with stakeholders;	D	✓	✓
23.	Professional and community links;	D	✓	✓
24.	The application of ICT to effective management and learning;	D	✓	✓
25.	Strategies for ensuring equal opportunities for staff, students and other stakeholders;	D	✓	✓

Specification continued on next page

Person specification

			Assessed by	Assessed by
No.	Categories	Essential or Desirable	Application Form	Interview or Task
Communication Skills				
26.	Communicate the vision and ethos of the school to a range of stakeholders;	E	✓	✓
27.	Negotiate and consult fairly and effectively;	E	✓	✓
28.	Develop and manage good communication systems;	E	✓	✓
29.	Communicate effectively orally and in writing to a range of audiences;	E	✓	✓
30.	Develop, maintain and use an effective network of contacts;	D	✓	✓
Decision Making and Judgement Skills				
31.	Make decisions based on analysis, interpretation and understanding of relevant data and information;	E	✓	✓
32.	Demonstrate good judgement;	E	✓	✓
33.	Think creatively and imaginatively to anticipate, identify and solve problems;	D	✓	✓
Personal Qualities				
34.	A commitment to inclusive education;	E	✓	✓
35.	Evident enjoyment in working with young people and their families;	E	✓	✓
36.	Empathy in relation to the needs of the academy and the local community;	E	✓	✓
37.	Ability to inspire confidence in staff, students, parents and others;	E	✓	✓
38.	Adaptability to changing circumstances/new ideas;	E	✓	✓
39.	Reliability, integrity and stamina;	E	✓	✓
40.	Personal impact and presence;	E	✓	✓
41.	Prioritise and manage own time effectively;	E	✓	✓
42.	Work under pressure and to deadlines;	E	✓	✓
43.	Seek advice and support when necessary;	E	✓	✓
44.	Awareness and willingness to be involved in partnerships that support the Trust and the school;	D	✓	✓
Professional Ethos				
45.	Committed to supporting and nurturing the Pontefract Academies Trust vision and values;	E	✓	✓
46.	High expectations for self and others and a strong commitment to raising achievements;	E	✓	✓
47.	Evidence of a commitment to own professional development and impact on practice;	E	✓	✓
48.	Commitment to promote home-school partnerships;	E	✓	✓
49.	High expectations for student attendance, behaviour and strategies to meet the personalise and emotional needs of every child.	E	✓	✓

How to apply:

For further information about this exciting opportunity please contact the recruitment team at recruitment@patrust.org.uk or 01977 232146.

Please submit your application via the Face-Ed link on our website at pontefractacademiestrust.org.uk/vacancies before the closing date. Please submit a covering letter which fully addresses the competence outlined in the job description and person specification. This should be no longer than 2 sides of A4.

Closing date: **Monday 25th April, 8am**

Interview date: **Thursday 28th & Friday 29th April**

Start date: **September 2022**

We look forward to hearing from you.



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Pontefract Academies Trust

The Barracks Business Centre,
Wakefield Road Pontefract,
WF8 4HH.

Tel: 01977 232146

Email: adminsupport@patrust.org.uk

Twitter: @PontefractAT

Registered Company: 08445158

The Pontefract Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant pre-employment checks.