



# Assistant Headteacher Candidate Pack

Candidate Pack



THE KING'S  
SCHOOL



## 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 students 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.

### Students 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.

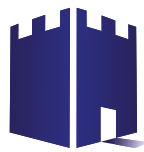
# Our Schools.

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

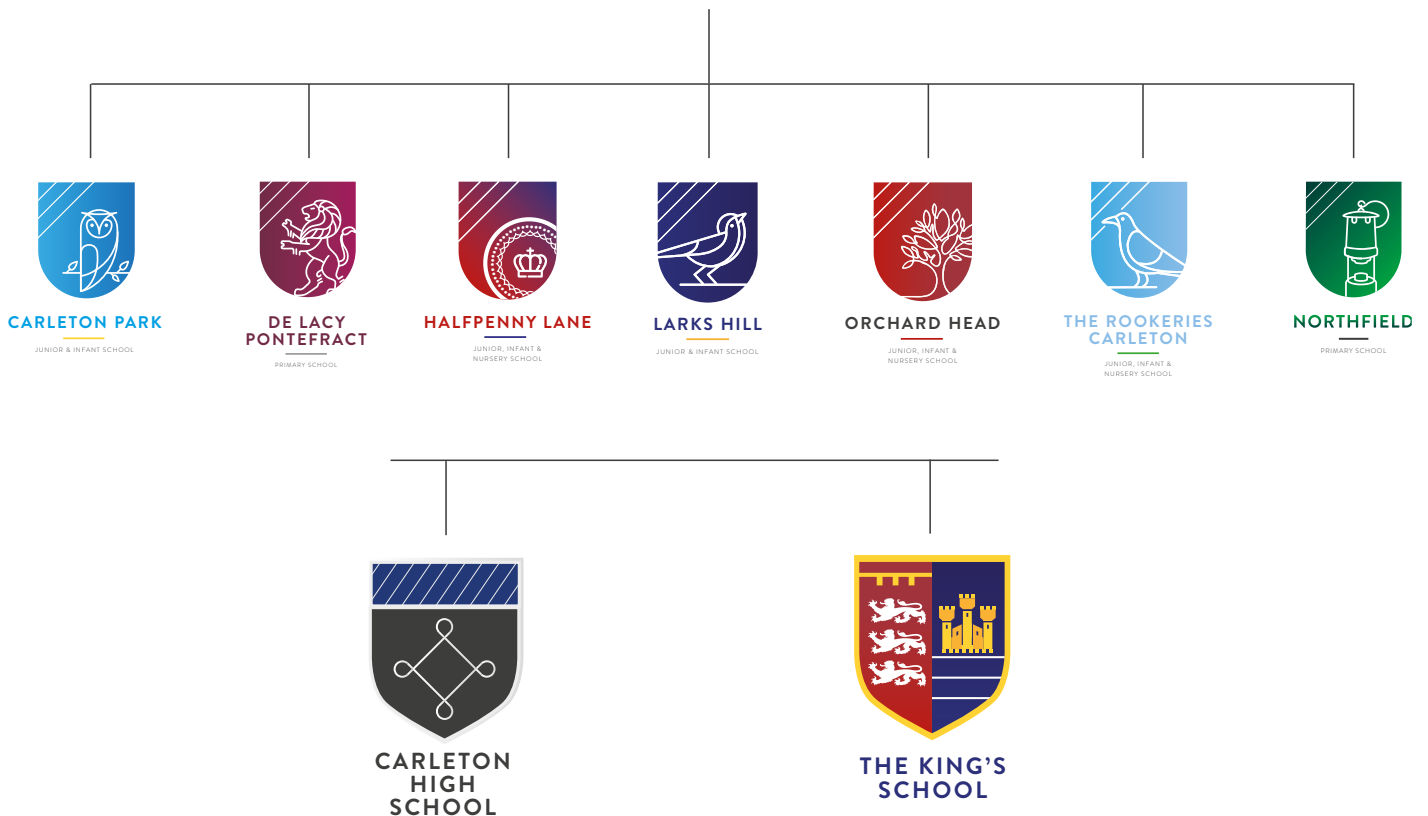
Each school is individual and responds to the needs of its local community to provide the best possible opportunity for its young people. However, being part of a Multi Academy Trust means each school can benefit from shared resources and systems that allow collaboration for the benefit of our children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

9 SCHOOLS

# ONE TRUST



**PONTEFRACT**  
ACADEMIES TRUST







# About The King's School.

As a proud member of Pontefract Academies Trust, The King's School is renowned for its strong reputation for educational excellence and consistently achieving strong academic results. Established in 1139, The King's School stands as a beacon of education for nearly nine centuries, offering a premier learning experience to the bright minds of Pontefract and beyond. We take great pride in being more than just a secondary school; we are a caring, high-performing community where students evolve into the best version of themselves, proudly carrying the legacy of The King's School.

With a remarkable history spanning over 850 years, our school is deeply rooted in tradition, but it is the people that make The King's School truly exceptional. Our students, with excellent behaviour and as the best ambassadors one could wish for, are a testament to our commitment to nurturing outstanding individuals. Our dedicated team of teachers and support staff, in collaboration with parents, strives to provide a first-class education, ensuring every student receives the opportunities they deserve.

The King's School is more than just a workplace; it is a great place to work. Our staff is the bedrock of our success—everything we achieve is attributed to their hard work and dedication, and we, therefore, ensure they are well looked after.

No matter your role, if you're a part of our school, your contributions will be genuinely valued. Everything we do at The King's School is based on great relationships, and it is important to us that staff are happy in their work. This means a balance of challenge, support, recognition, and plenty of opportunities for development and career progression.

## Student Values.

### Respect

We treat others how we would like to be treated, showing kindness and good manners. We are honest, demonstrate good morals and do the right thing even when no one is watching.

### Responsibility

We are responsible for the choices we make and believe that taking responsibility for our actions wins the day. We learn from our mistakes, move forward and improve.

### Determination

We believe in ourselves to be the best that we can be and do not give up. At all times we display a 'whatever it takes' attitude; we get on, do it and make it happen.

### Excellence

We value our education and aspire to excellence in everything we do. We have high expectations of ourselves, our work and our behaviour, always committed to pushing ourselves to do our absolute best.





## Introductory message from Marie Evans, Headteacher.

Thank you for showing an interest in the Assistant Headteacher role at The King's School, which forms part of Pontefract Academies Trust.

We are at an exciting point in the school's journey and in the wider journey of the Trust. Each day at The King's School provides an opportunity to celebrate success for our students. The school's values are intrinsic to our work with young people and can be evidenced in our strong outcomes, attendance, and extremely positive culture.

We seek a passionate and motivated leader to play an essential role in helping to shape our future. We have a deep-rooted tradition of excellence and high aspirations for all students. This is echoed by the central Trust value that 'students come first.' We strive to celebrate the uniqueness of each member of our community and to create an environment that is happy and aspirational for staff and students.

We have high standards and will never compromise on this. As a school, we strive to ensure that our students flourish and are prepared for the world and future ahead. Strong relationships are central to every aspect of our work. Thus, we are seeking a leader who puts students at the heart of what they do, has an unwavering and relentless desire to improve them, both academically and socially, and shares our ethos, culture, and vision.

There will be an opportunity to work across a 9-school Trust and in conjunction with the wider Central Team and colleagues across both primary and secondary. We are interested in hearing from experienced middle leaders who are ready for the next step in their career as well as those who may be in current leadership roles. We seek an exceptional leader who understands true leadership and will bring considerable passion and energy and play a pivotal part in our journey to becoming an outstanding school. The successful candidate must also be a teacher of the highest calibre and whose values include integrity, honesty and kindness. You will have the opportunity to work with like-minded individuals to make a lasting and positive impact on our community.

This is a genuinely exciting time to join us, and if you are enthusiastic and dynamic with a real passion for shaping and leading whole school strategies, I look forward to reading your application.

A handwritten signature in black ink that reads "M. Evans".

**Ms M Evans**  
Headteacher



# What People Say About Us.

"Ever since joining the King's School in my second year as an ECT, I've had consistent access to diverse training that directly influences my classroom practice. The relationships I've built with my subject mentor and the extensive support from the department have been invaluable in shaping and enhancing my teaching practice."

## Early Careers Teacher

"King's is the place where I have rebuilt my confidence as a teacher and gained an abundance of knowledge and support in just 6 months. Coming from Ireland, I have struggled to find somewhere I felt I belonged and somewhere that would offer the time and understanding until I came here. The support and rapport from all members of staff is phenomenal!"

## Teacher

"The King's School is a really lovely place to work. The students are well-mannered, polite and engaging. I have always felt well supported by my line manager, peers and have positive relationships with those I manage."

## Middle Leader

"The inspirational staff of Pontefract Academies Trust believes in the students, staff and community it serves – this shared belief creates an unrivalled positive culture which permeates across the whole Trust."

## Senior Leader

"Staff who responded to Ofsted's staff survey said they were proud to work at the school."

## Ofsted

"Staff are passionate and knowledgeable. They teach lessons that are exciting and engage pupils."

## Ofsted

**"95% of staff said they would recommend this school to prospective parents."**

## Staff Survey



# Job Description:

## Assistant Headteacher

Reporting to:	<b>Headteacher</b>
Salary:	<b>L13 – L18</b>
Term:	<b>Permanent – Full time</b>
School Base:	<b>The King's School</b>

### Job Purpose Summary

- 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 CP 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.

### 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;

## Job description continued

- 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
1.	Education to degree level or equivalent;	E	✓	
2.	Qualified Teacher Status;	E	✓	
<b>Experience and Knowledge</b>				
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 SEND provision and responsibilities;	E	✓	✓
7.	Innovative use of resources;	D	✓	✓
<b>Abilities and Skills</b>				
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	✓	✓
<b>Knowledge and Understanding</b>				
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	✓	✓
<b>Communication Skills</b>				
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	✓	✓

# Person Specification.

			Assessed by	Assessed by
No.	Categories	Essential or Desirable	Application Form	Interview or Task
29.	Communicate effectively orally and in writing to a range of audiences;	E	✓	✓
30.	Develop, maintain and use an effective network of contacts;	D	✓	✓
<b>Decision Making and Judgements Skills</b>				
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	✓	✓
<b>Personal Qualities</b>				
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	✓	✓
<b>Professional Ethos</b>				
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 pupil attendance, behaviour and strategies to meet the personal and emotional needs of every child.	E	✓	✓

# How to apply:

## School Visits

Potential candidates are welcome to visit our school. This is a great opportunity to explore our facilities, meet our dedicated staff, and get a feel for the vibrant community we have built here. We look forward to welcoming you and answering any questions you may have.

## Key Dates

**Application deadline:** 10am, Tuesday 6th May 2025

**Interview date:** Monday 12th and Tuesday 13th May 2025

**Start date:** Monday 1st September 2025

## Application Process

- Complete the application form via our website:  
<https://www.pontefractacademiestrust.org.uk/vacancies>
- Complete the attached examinations results form that is required for this role.
- Attach the document in the 'Additional Information & Documents' section of your application within SamPeople Recruit.

## Important Links

[Pontefract Academies Trust website](#)

[Trust Strategic Plan 2025-2028](#)

[The King's School website](#)

## Contact Information

01977 601701

[recruitment@kings.patrust.org.uk](mailto:recruitment@kings.patrust.org.uk)




## Pontefract Academies Trust

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WF8 4HH.

**Tel:** 01977 232146

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 @PontefractAT

 Pontefract Academies Trust

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 (including online checks).