



Assistant Headteacher

Recruitment Pack



Nurturing inclusive learning communities

CEO & CHAIR WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Assistant Headteacher at Ethos Academy Trust. Ethos is working in partnership with Wakefield Council to recruit to this post. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We will soon have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy. Enrich is currently a Wakefield Local Authority Maintained PRU due to join Ethos Academy Trust in Summer 2023. We have high aspirations for future growth. In addition to the academies, the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees Local Authority.

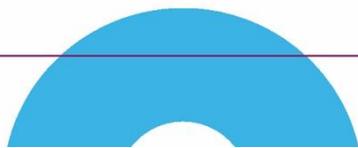
Thank you for your interest in Ethos Academy Trust.



Jayne Foster
CEO, Ethos Academy Trust



Stuart Boothman
Chair of IMB





DIRECTOR OF EDUCATION WELCOME

Dear Applicant,

We wish to appoint an inspirational Assistant Headteacher based at Enrich Academy.

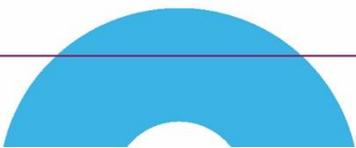
The Springfield Centre in Wakefield is due to join Ethos Academy in Summer 2023. Upon conversion it will be called Enrich Academy. The school will become an Alternative Provision Academy, responsible for providing a full-time curriculum offer for students aged- 14-16 with wide-ranging SEMH needs.

In our Trust we believe that all pupils deserve the opportunity to be supported and to re-engage with learning and school life. Our academies provide stimulating, safe and welcoming environments. The staff across all of our academies pride themselves on offering a nurture-based approach and a high-quality educational provision that supports pupils to achieve positive outcomes.

We are looking for an Assistant Headteacher who shares the vision of Ethos Academy Trust and who will be ambitious for the school and all of its young people. The successful applicant must be dedicated to supporting all our young people to reach their full potential.

I would like to thank you for your interest in Ethos Academy Trust and look forward to receiving your application.

Ann-Marie Oliver
Director of Education



TRUST MISSION

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities**.

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.



Leading

with integrity

- Championing honesty and transparency
- Building trusting relationships



Encouraging

freedom and responsibility

- Working collaboratively
- Investing in effective partnerships



Thinking

innovatively

- Finding creative solutions
- Meeting individual needs



Improving

continuously

- Raising standards
- Developing strong and effective leaders



Celebrating

achievement

- Improving academic progress
- Enriching personal development

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities



Nurturing inclusive learning communities

Ethos College provides long term full time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Nurturing inclusive learning communities

Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We are able to offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Nurturing inclusive learning communities

Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.



Outreach Teaching and support staff within Ethos Academy Trust provide Outreach Services in Kirklees, supporting and working in partnership with mainstream primary and secondary schools. Our team members also work effectively with wider partners, including health & social care, to ensure early identification and ongoing assessment and timely support for children and young people with wide-ranging social, emotional and mental health needs. Experienced teachers offer advice to schools through our Outreach Advice portal and through Single Point Referral.

The Outreach Team also provides transition support through experienced Inclusion Workers for children who have been permanently excluded from school and children with Education, Health and Care Plans who require a bespoke transition into a new setting. The support for our children, young people and families is part of Ethos Academy Trust's continuum of SEMH provision.

WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all of our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

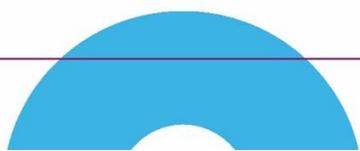
At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the children and young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff, and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to Healthline which includes 24/7 Employee Assistance Programme and services such as physio and counselling for employees and their dependants
- An opportunity to collaborate with colleagues across academies and within the Central Trust teams, with other academies and Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted gift cards.



I started working for Ethos College around 11 years ago as a Grade 7 Inclusion Worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was so proud to take up the post of science teacher. Since then, I have not looked back! I am now working within the Senior Leadership Team at Ethos College, helping to develop our offer to young people educated around the local authority. Working at Ethos College and being part of the transformation of the lives of our young people is an absolute privilege.

EMMA GANNON,
ASSISTANT HEADTEACHER –
ETHOS COLLEGE





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust twelve years ago as an inclusion worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification and, most recently, training to become a SENDCo. I gained a role as Deputy SENDCo, with a promotion to SENDCo at Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY



During my 6 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role two years ago, I am now a member of the Senior Leadership Team at Ethos College and have been supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, ACTING ASSISTANT HEADTEACHER - ETHOS COLLEGE





Assistant Headteacher

Job Title: Assistant Headteacher

Grade: L7-L11

Full time

Permanent

Closing date: 17 April 2023 at 9am

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an Assistant Headteacher to join our passionate and hardworking team at Springfield, which is soon to become Enrich Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: 17 April 2023 at 9am

Interview date: 2 May 2023

If candidates would like to visit the Trust or have a telephone call with the Director of Education, the following dates and times are available:

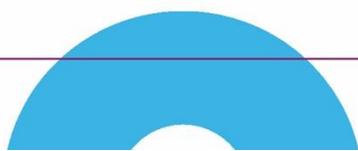
22 March 2023 3pm to 5pm

27 March 2023 8am to 10am

If you require further information or would like to arrange a visit or telephone call, please contact amoliver@eat.uk.com

You can find more details about Springfield on their website: [The Springfield Centre – Home \(wpru.co.uk\)](https://www.wpru.co.uk)

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>



Assistant Headteacher JOB DESCRIPTION

Job title	Assistant Headteacher
Location	Enrich Academy (The Springfield Centre), Wakefield
Hours	Full time
Reports to	Head of School
Staff responsible for	Teaching and non-teaching staff
Closing Date	17 April 2023 at 9am
Salary/Grade	L7-L11
Job Purpose	The role provides an exciting and unique opportunity to join the school at an exciting time in its journey. As a member of the Senior Leadership Team (SLT) you will be required to model best practice and to lead on strategies which improve behaviour, attendance and safeguarding practice.

KEY OBJECTIVES AND ACCOUNTABILITIES

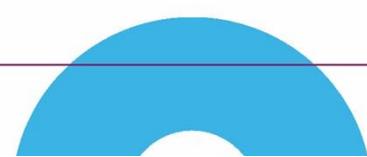
Main Duties

Leadership and management

- Be a lead professional and positive role model within the school.
 - Support the Head of School in raising achievements to the highest level for all pupils through uncompromising high ambition and aspiration.
 - Take lead responsibility for the management of one of the school sites.
 - Contribute to the sustained development of the leadership team, deputising for other senior leaders when required.
 - Under the direction of the Head of School, contribute to ensuring the schools Performance Management and Appraisal Policy is implemented, to secure school improvement and individual professional development of colleagues at
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- all levels.
 - Make a significant contribution to the identification, planning and delivery of CPD programmes, the delivery of INSET and working with individuals and teams within and beyond the school on a variety of professional development activities
 - Contribute to and lead on elements of school self-evaluation and development planning processes.
 - Actively promote equality of opportunity by working alongside SLT in ensuring the school provides the best possible outcomes for all its pupils.
 - Develop, implement and quality assure effective systems of communication, including providing reports to key stakeholders.
 - Support the Head of School with the selection and recruitment of staff to the school.
 - Support with induction and training of new staff, ensuring that new starters are familiar with line management structures and relevant policies.
 - Provide leadership/line management and support to teachers, Inclusion Workers and Senior Inclusion Workers.
 - Set the highest possible standards of classroom management as an exemplar to other colleagues.

Behaviour

- Take strategic responsibility for leading and managing behaviour, attendance and safeguarding under the overall direction of the Head of School.
 - Lead on the Behaviour and attendance framework for all pupils and staff, modelling and developing a culture of high expectations.
 - Lead on developing training and practices to include behaviour strategies and trauma informed practice, ensuring the consistent application of effective practice across the school.
 - Promote a climate in the school which enables all pupils to display improving behaviour and attendance.
 - Lead, develop, manage and review policy and practices associated with behaviour and attendance, monitoring and evaluating standards across the whole school and actively model and promote effective behaviour practices.
 - Lead and evaluate whole school initiatives in parental engagement to demonstrate significant and sustained improvements across all groups using stakeholder voice to inform developments.
 - Further develop recording and data systems in relation to behaviour, interventions and safeguarding, reporting to SLT and other stakeholders.
 - Work alongside other members of SLT in shaping a vision for the school, exemplifying high expectations and with a clear focus on pupil behaviour, attendance and effective safeguarding practices.
 - Inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of pupil discipline, offering guidance and support to colleagues.
 - Work with staff to ensure restorative strategies are implemented and all necessary plans are in place, reviewed regularly and implemented effectively.
 - Ensure that all staff are Team Teach trained and that all related procedures are implemented effectively.
 - Lead on the reward system; reviewing, developing and evaluating the impact of an effective system which motivates and celebrates pupil success.
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- Work with key staff within the school and beyond to ensure that new referrals are managed effectively, resulting in integration to school in a timely manner. This will involve liaison with families, schools and external agencies to ensure that the induction process is thorough and enables a smooth transition.

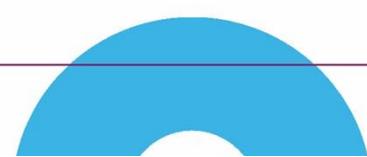
Attendance

- Lead on attendance, raising the profile of attendance across Enrich Academy; increasing rigour and challenge to staff, ensuring consistent application of the attendance policy across all strands of provision to secure rapid and sustained improvements in attendance.
- Work with / manage key staff who have responsibility for pupil attendance to implement strategies and procedures to ensure that policies are regularly reviewed and followed to secure outstanding attendance of pupils.
- Liaise with external agencies and families to manage any attendance concerns.
- Set Academy Key Performance Indicators in relation to pupil attendance and lead the team effectively in working towards meeting / exceeding the targets. Report on attendance to the SLT, CEO and Trustees on a termly basis.
- Lead and evaluate whole school initiatives in parental engagement to demonstrate significant and sustained improvements across all groups.

Safeguarding

- Fulfil the role of DSL for the school, assuming responsibility for safeguarding pupils, staff and visitors.
- Responsibility for ensuring safeguarding policies are in place and consistently implemented, including undertaking audits and regular reporting to the SLT and other key stakeholders.
- Ensure that appropriate training is sourced, delivered and documented to fulfil all statutory and school requirements.
- Responsibility for compliance of Single Central Record (SCR) - Liaise with key colleagues to ensure that the SCR is always up-to-date and fully compliant with statutory requirements.
- Management of DDSLs to ensure adequate cover is in place.
- Lead the development of an overarching, cohesive and coherent safeguarding approach and its implementation, including working effectively in partnership with key internal and external stakeholders to develop standardised safeguarding practices.
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Multi-agency working

- Be the key contact for all professional agencies regarding pupils and staff, ensuring that communication is effective and professional.
 - Attend all necessary training to be able to positively contribute effectively to multi-disciplinary meetings.
 - Attend and promote specific working groups, for example, DSL network.
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Health & Safety

- Act as the Health and Safety (H&S) lead for Elements Academy alongside the School Business Manager and CFOO.
- Work with H&S leads throughout the Trust to ensure Elements Academy is compliant with all statutory and non-statutory procedures, and support the implementation of new procedures.
- Work with central functions (CFOO) to ensure the building is compliant with all H&S requirements and work with key colleagues to ensure that training is implemented including fire safety management and lockdown procedures.
- Support in the population of H&S incident reports and champion the need for staff and pupil H&S incidents to be recorded and reported.
- Support colleagues to undertake risk assessments for onsite activities and external visits and assume the role of EVC to sign off necessary risk assessments using appropriate systems.

General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
 - Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
 - Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
 - Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
 - Demonstrate day to day commitment to the Trust's vision, mission and core values.
 - Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.
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PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Hold a relevant degree and/or equivalent experience	E
	Hold Maths and English to A-C GCSE or equivalent.	E
	Have evidence of recent, relevant CPD to fulfil the requirements of the role.	E
	NPQSL qualification, or a willingness to undertake this.	E
	Thorough understanding of effective strategies for gaining and maintaining high standards of behaviour at whole school level.	E
	Up-to-date understanding of child protection issues and procedures.	E
	Relevant training and a good understanding of statutory requirements and processes in relation to Safeguarding.	E
	Evidence of post-graduate study/degree	D
	Significant experience and training as a Designated Safeguarding Lead.	D
Relevant Experience	Recent, significant and successful experience as a senior leader in mainstream and / or specialist settings.	E
	Strong track record of leading significant and sustained improvements in attendance at whole school level.	E
	Have experience of leading, developing and evaluating effective behaviour strategies in particular pupils with SEMH needs.	E
	Have experience of leading, developing and evaluating effective safeguarding strategies, in particular pupils with SEMH needs.	E
	Experience of working with professionals and colleagues in other schools and services to improve SEMH outcomes for all pupils.	E
	Ability and commitment to working flexibly and collaboratively as part of a team whilst taking a leading role when required.	E

	Experience of contributing to whole school improvement.	E
	Knowledge of the schools' Ofsted Inspection criteria and processes.	E
	Experience of setting and achieving ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work.	E
	Experience of implementing clear policies and practices throughout a school, including monitoring and evaluating their impact.	E
	Experience of implementing rigorous, fair and transparent systems for managing the performance of staff, addressing under performance, supporting staff to improve and valuing excellent practice.	E
	Evidence of working with parents and the community / wider stakeholders as partners in the school community.	E
	Experience of developing and leading CPD for teachers and support staff	E
	Relevant experience in leading on restorative practices and emotion coaching as a tool to strengthen behaviour management.	D
Aptitudes, skills and competencies	Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education and the welfare of children.	E
	Willingness to play a senior role in the multi-Academy trust, contributing to school improvement at other academies within the Trust.	E
	Ability to secure commitment to a convincing vision for the Academy in line with that of Ethos Academy Trust.	E
	Ability to engage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life.	E
	Ability to demonstrate best practice with regard to safeguarding, child protection, safer recruitment and safeguarding policies and procedures.	E
	A team player with strong leadership and empowerment skills.	E
	Ability to create and sustain a strong, positive personal impact, conveying authority,	E

	confidence, approachability, warmth and humour.	
	Develop, maintain and use an effective network of contacts across all agencies and communities with whom the Academy interacts.	E
	Emotionally intelligent and perceptive.	E
	Reliable and trustworthy, adaptable and flexible.	E
	Demonstrate energy, dynamism and resilience through a proactive and positive approach to problem solving.	E
	Ability to work calmly under pressure, prioritise workload and consistently meet deadlines.	E
	Possess emotional resilience in working with pupils presenting challenging behaviours	E
Any additional factors	Motivated to work with pupils with a wide range of learning, social, emotional and health needs	E
	Emotional resilience in working with pupils who exhibit challenging behaviour	E
	The post holder may be required to work outside of normal school hours on occasion with due notice	E
	Willingness to be flexible and adaptable, leading a team by modelling a positive, professional approach, in a variety of situations.	E
	Willingness to undergo an enhanced DBS check and sign up to the DBS service on an annual basis	E
	Commitment to ongoing personal training and development	E
	Willingness to work offsite with pupils and families	E
	Willingness to work across multi-Academy trust sites in different key stages	E
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	E
	Full driving licence with business insurance along with a willingness to transport pupils in own vehicle and drive the Academy minibus, undertaking minibus training as necessary	E

Safeguarding statement



Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2022, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk

