



**North East
Learning Trust**

Head of School
Rye Hills Academy
Applicant information pack

Head of School

Required September 2022

Salary - L27-L33

The North East Learning Trust is seeking to appoint a Head of School to join Rye Hills Academy from 1st September 2022.

Rye Hills Academy in Redcar joined the North East Learning Trust (NELT) in June 2021 where it immediately embarked on a journey towards becoming outstanding - we are now looking for an exceptional individual to continue leading this school's exciting transformation.

We want to appoint someone who can echo our big aspirations for Rye Hills as we look forward with great optimism to a future of exceptional progress, top performance, and rich extra-curricular opportunities for the children of this industrious coastal town.

Rye Hills Academy's vision is simple and shared with all NELT schools – it is that 'every child experiences excellence every day', therefore our new Head of School will embody excellence and strive for it across every aspect of school life.

The successful candidate will be driven by a deep-seated desire to make a real and lasting difference to the lives of children. They must be able to motivate, develop and most importantly inspire staff as well as demonstrate a past performance of excellence in regard to the quality of teaching and learning, progress across all starting points, and outcomes for children.

Working for the North East Learning Trust means joining one of the most successful and ambitious education trusts in the country and one of the largest school families in the region. We pride ourselves on creating outstanding schools, in every sense of the word, with a track record [of transformation and success that speaks](#) for itself.

NELT staff are never alone with a dependable network of experienced and talented teachers supporting and nurturing all staff. Our Trust leaders are renowned for their hands-on approach to school improvement and are in demand regionally and nationally for their specialised knowledge and expertise. Our culture is one of professional development, and collaboration across all Trust schools where we invest in [support, coaching and mentoring](#) at all levels.

On top of this, as a newly appointed Head of School, you will be individually supported by an experienced executive headteacher who will share your pursuit of excellence and your passion for ensuring that the children of Redcar get what they, and what every child deserves - the very best education possible.

We look forward to discussing the role with candidates who have the relevant experience and personal attributes we are looking for. Please contact Debra Livingston on 0191 5180222 to arrange a call or visit.

Deadline:

7th March (3pm) with interviews taking 14th and 15th March.

How to apply:

Application packs can be downloaded from www.ryehillsacademy.co.uk

Letters of application (no more than 2 sides of A4 detailing relevant experience) should be returned along with application forms to:

debra.livingston@shottonhallacademyco.uk or by post to Debra Livingston, The Academy at Shotton Hall, Pasfield Way, Peterlee, SR8 1AU

Job description

Post title:

Head of School

Responsible to:

Trust CEO and Executive Head

Job purpose:

To carry out the duties of the Head of School in accordance with the current conditions of employment for Headteachers contained in the Academy Teachers' Pay and conditions document, the 1998 Academy Standards Framework, the required standard for Qualified Teacher Status and any other current educational legislation as required in various Education Acts.

Duties and responsibilities:

The Head of School will, in collaboration with the Trust senior team,:

Promote improvement and shape the future

- Promote a constant focus on raising achievement, improving teaching, promoting the highest standards of behaviour and safety, and developing the leadership skills of self and others;
- Work with the local academy council, staff and parents/carers to create a shared vision and strategic plan;
- Ensure that the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all
- work with the academy community to translate the vision into agreed objectives and operational plans which will promote and sustain academy improvement;
- demonstrate the vision and values in everyday work and practice;
- inspire and motivate others;
- create a shared culture and positive climate;
- challenge any form of prejudice and inequality, and promote the richness of cultural and religious diversity;
- ensure creativity, innovation and the use of appropriate new technologies to achieve excellence;
- where appropriate contribute to the leadership of the Trust;
- promote innovation which improves outcomes for young people.

Lead teaching and learning

- take the leading role in improving students' learning through a constant drive to raise the standards of teaching throughout the academy;
- use data and other benchmarks to monitor the quality of teaching through evaluating students' progress;
- ensure that learning is at the centre of strategic planning and resource management;
- establish creative, responsive and effective approaches to teaching and learning;
- ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning;
- demonstrate and articulate high expectations and set challenging targets for staff and students;
- implement strategies which secure high standards of behaviour and safety, and attendance;
- determine, organise and implement a diverse, flexible curriculum and an effective assessment framework;
- take a strategic role in the development of new and emerging technologies to enhance and extend students' learning experiences;
- monitor, evaluate and review classroom practice and promote improvement strategies;
- challenge underperformance at all levels and ensure rapid improvement;
- establish a culture which is aspirational, applauds success and celebrates high achievement.

Promote continuing professional development and working with others

- promote and provide opportunities for the continuing professional development of all staff;
- ensure effective communication systems and relationships within the academy, and between the academy and all external support agencies and the wider community;
- treat people fairly, equitably and with dignity and respect, creating and maintaining a positive academy culture in which people are happy to come to work and feel valued and respected;
- build a collaborative learning culture and actively engage with other academies to build effective learning communities with and beyond the Trust;
- develop and maintain effective strategies and procedures for staff induction, professional development and performance review;
- ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals;
- ensure clear delegation of tasks and devolution of responsibilities;
- acknowledge the responsibilities of individuals and teams, and celebrate their achievements;

- develop and maintain a culture of high expectations for self and others and take appropriate swift action when performance requires improvement or is inadequate;
- regularly review own practice, set personal targets and take responsibility for own professional development;
- manage their own workload and that of others to allow an appropriate work/life balance.

Management of the academy

- provide effective academy management and continuously seek to improve organisational policies and structures based on effective self-evaluation;
- ensure that all safeguarding policies and procedures are in place and are acted upon by all staff and governors;
- create an organisational structure which reflects the academy's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and the academy's aims and objectives;
- ensure that policies and practices take account of national and local circumstances, policies and initiatives;
- manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational aims and objectives;
- recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the academy;
- implement successful performance management processes for all staff;
- manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety regulations;
- ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money;
- use and integrate a range of technologies effectively and efficiently to manage the academy.

Securing Accountability

- effectively fulfil commitments arising from contractual accountability to the Trust;
- work with the local academy council (providing information, objective advice and support) to enable it to meet its responsibilities;
- develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation;
- develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including the Trust, local academy councils, parents/carers;

- reflect on personal contribution to academy achievements and take account of feedback from others;
- ensure a robust quality assurance mechanism is in place in collaboration with the Trust.

Strengthening Community

- build an academy culture and curriculum which takes account of the richness and diversity of the academy's communities;
- create and promote positive strategies for challenging racial and other prejudice;
- ensure learning experiences for students are linked into and integrated with the wider community;
- collaborate with a range of external agencies to provide effective support for students and their families;
- create and maintain an effective partnership with parents to raise students' achievement and support their personal development;
- seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to promote students' learning.

Safeguarding

- take overall responsible for promoting the safety and welfare of all students;
- create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of students above all considerations;
- co-operate and work with relevant agencies to protect children;
- ensure all statutory requirements are adhered to including Prevent.

The content of this job description may be amended at any time following discussions between the CEO and the Headteacher, and will be reviewed on an annual basis.

This job description is not prescriptive, nor necessarily a comprehensive definition of the post.

Person specification

	Essential	Desirable
Education/training	<ul style="list-style-type: none"> • Qualified Teacher Status • Honours degree or equivalent in a relevant subject. 	<ul style="list-style-type: none"> • Recent and relevant continual Professional Development
Experience	<ul style="list-style-type: none"> • Successful experience at Deputy Headteacher level within a secondary school • Experience of successful and co-operative working as a team member • Successful experience in leading and managing change and innovation to achieve high performance • Proven track record over time of raising achievement. • Significant contribution and evidence of the impact in professional development of other colleagues in schools • Evidence of tackling under performance in staff and students. • Experience of resource and financial management including monitoring and evaluation 	<ul style="list-style-type: none"> • A range of leadership, management and teaching experience in more than one context • Knowledge and understanding of post 16 education • Evidence of the impact and support in own and other people's development
Aptitude and skills	<ul style="list-style-type: none"> • Safeguarding children and young people • Strategic planning and school evaluation • A high level of skill in the effective use of data to track and evaluate the performance of students and implement appropriate intervention • National policy framework and current educational legislation, initiatives and teaching standards • Equal opportunities and commitment to their pursuit • Curriculum management – planning, delivery and assessment 	

Personal qualities	<ul style="list-style-type: none"> • Candidates must demonstrate: • A commitment to the welfare and safeguarding of young people • Strong personal motivation and drive to ensure school improvement • The ability to inspire and motivate staff, students and the wider community and engage their commitment to the Trust's vision • Ability to provide ambitious, enthusiastic, sensitive, resilient and appropriately focussed leadership whilst working with others • Evidence of being able to build and sustain effective working relationships with students, staff, governors and the wider community • Evidence of working collaboratively and networking with others, within and beyond the academy to build and sustain a learning community • Ability to analyse and interpret information to make informed decisions and exercise good judgement • Organise, plan and prioritise effectively • The ability to be reflective and self-critical • Open and approachable with a vision that inspires others but is also rooted in reality • An exceptional role model with high standards of integrity and approachability • Excellent interpersonal skills and the ability to manage own workload 	
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Leadership qualities	<ul style="list-style-type: none"> • Ability to contribute to the strategic direction of the trust where appropriate • Ability to implement operation policies to deliver the strategic vision of the Trust • Leadership and management skills to improve and maintain level of attainment and success • Ability to lead, coordinate, delegate and empower • Ability to manage change and work under pressure of changing circumstances 	
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References:

Any relevant issues arising from references will be taken up at interview.

DBS and pre-occupational health:

The North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications with disabilities will be granted an interview if the essential job criteria are met.