

# The Wilnecote School

A Community Academies Trust School - Ensuring Excellence

Appointment of

## Deputy Headteacher

Pastoral Care and  
Personal Development





Dear Applicant

## Deputy Headteacher - At The Wilnecote School

Thank you for taking the time to read about this exciting opportunity to be Deputy Headteacher at The Wilnecote School, a secondary school in the Community Academies Trust. I hope you find the information in this pack helpful.

Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. The Trust has grown since 2012 and now comprises three secondary schools and thirteen primary schools in Warwickshire, Staffordshire and Telford.

We are proud of our community school based origins and organise ourselves so that schools operate locally, sharing resources and excellent practice with other Community Academies Trust schools that they are near.

Our Trust is a values driven organisation. We believe in the talent of young people and we are driven to ensure local communities have exceptional schools. Schools in our Trust are:

- Focused on achieving excellent academic, personal and social outcomes for our children.
- Committed to the moral imperative of community school improvement and shared system leadership.
- Mutually supportive, and fiercely loyal to each other.
- Equal partners with all other schools irrespective of their phase, size or successes.
- Multi Academy Trust minded – our schools celebrate the success of others as well as themselves and share accountabilities.
- Financially disciplined and committed to fulfilling their delegated responsibilities to the best of their abilities under a robust governance arrangement.

This culture and ethos ensures the young people in our care benefit from expertise and support shared across all our schools so that we can maintain our attention to our children's individual talents and potential. I use this story to illustrate my own personal commitment to the children in our schools:

“As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. As he caught up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. The old man said that there were millions of starfish, and how could he possibly make a difference. The young man looked at the starfish in his hand and threw it into the waves to safety “it makes a difference to this one” he said.

The main message from this story is clear – children will thrive if we all make sure we focus on them as individuals, get to know them well, meet their needs and be ambitious for them.

Our schools are orientated around ensuring excellent provision and are constantly reflecting on what is best for our working environment and for the young people in our care. All of us at our Trust want the children to achieve socially, personally and academically and leave school with a crucial sense of possibility - vital for success in life.

We are looking for leaders to join a professional family that values partnership and collaboration. When you work with us, we are also keen that you will grow as a professional and benefit from our culture of professional development.

Good luck with your application.

Yours sincerely



Philip Hamilton OBE

Chief Executive Officer



**“Education is for improving lives and for leaving your community and world better than you found it”**



# Our Young People

We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

## **Achievement – Academic:**

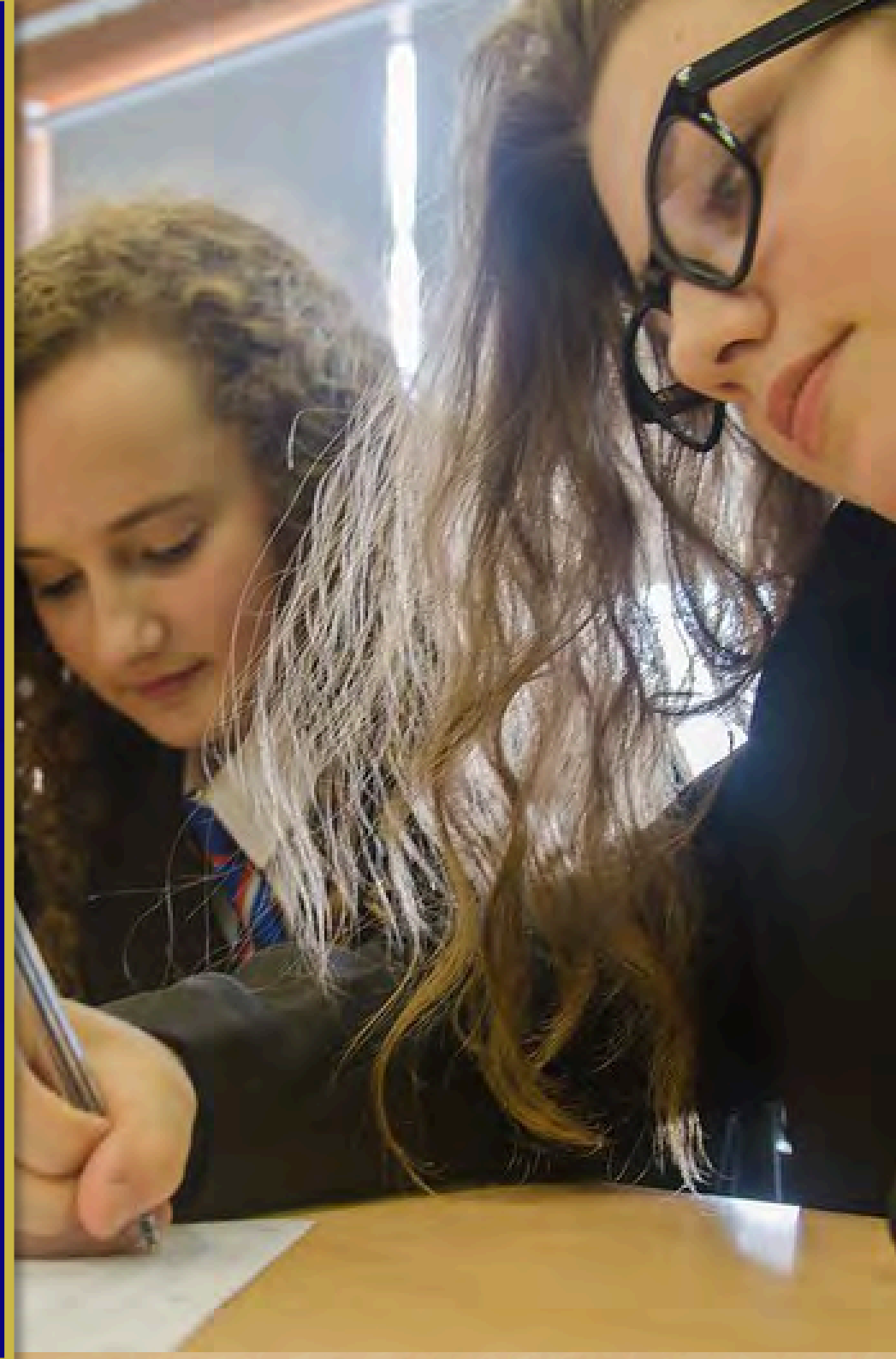
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## **Achievement – 'letting your light shine':**

All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

## **Achievement – relationships (Starfish Principle):**

Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.





## ***Our Values & Vision***

Our approach is based on a fundamental belief that all young people have talent and the potential to achieve more than they ever thought possible.

Achievement in three main areas:

### **Academic:**

Excellent standards and outstanding progress are a prerequisite for success in life equipping young people with the skills and knowledge they will need to be successful, happy and productive citizens.

### **Social:**

Excellent relationships for learning are a prerequisite for all other achievements. Relationships that engender mutual respect between young people, and all other members of our academies' communities will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### **Personal:**

All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instill in them a sense of pride in who they are and what they achieve.





## About Community Academies Trust

We are a Multi Academy Trust comprising 16 schools; 13 primary schools and 3 secondary schools. We plan for other schools to join us this year.

The name Community Academies Trust (CAT) is derived from our main focus and ambition for our organisation – excellent community education. We are committed to preserving local school identity and ethos, and adopt strategies for school improvement that build on and enhance local reputation, raise standards and respond to the needs and aspirations of those we serve.

We work with primary and secondary academies where world-class achievement is the expectation – our community academies are driven by a desire to lead rather than follow, to be beacons of outstanding local provision which local families believe in and can rely on for excellence for their children's education. As a community academies sponsor we are equipped to work with schools and students from reception through to KS5 and sponsor both secondary and primary providers.

### *Trust Information*

School improvement and the development of excellent community school provision is best achieved by local talented leaders and staff in our schools.

Our structure is designed to achieve this. We are arranged in hubs to ensure, with the support of the main Trust board and leaders, that local stakeholders govern the academies in the hub. Their aim is to ensure actions are in place to secure outstanding community academy provision.

Each hub benefits from the central support services the CAT provides as well as a presence at local level to support the achievement of our goals. This work includes support functions (for example finance and HR) led by CAT staff and focuses on achieving economies of scale and quality. It also includes school improvement services and structural support that ensures excellent professional leadership and rapid school improvement.







## Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and will be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country



# Welcome to The Wilnecote School



Located on the border between Staffordshire and Warwickshire with excellent transport links, The Wilnecote school is a comprehensive 11 to 16 Secondary school. With just over 900 students we retain a breadth of curriculum whilst remaining small enough to incorporate a more intimate approach to education. The school is a fundamental part of the local community and one of the few remaining schools to welcome an extensive range of community clubs and groups onto site in the evening and weekends.

We are the school of choice in our local area and are oversubscribed for September 2024. Our students deserve the highest quality of education and this is supported by our commitment to our trusts commitment to "Ensuring Excellence".

The school's vision is to create an environment where all are **Proud** to be associated with the Wilnecote School and proud of their achievements and progress. We demand that all of our stakeholders, staff and students are **Ambitious** in their commitment to the next steps in their journey and accept that there is always opportunities for growth. We expect all our staff and students to work in a **Respectful** environment where good manners and self-respect are key ingredients to creating an excellent working atmosphere for everyone. Furthermore, we insist that the attribute of **Kindness** be recognised and upheld as the standard expected of everyone.

Our school has made a commitment to ensuring our staff are well trained. In September 2024 our teachers will have more PPA time than advised by the national trade unions. In a recent staff survey when asked what it was like to work at The Wilnecote School, staff said it felt like being "part of a family". Staff teamwork is highly valued, as is getting the work life balance right. Staff social events take place termly and this is seen as an important aspect to life at the Wilnecote school. All staff have access to an employee assistance scheme for support with mental health and emotional wellbeing supplied by an external.

This is an exciting time to join The Wilnecote School as we build on our OFSTED judgement of "Good" in all categories. A recent curriculum review has led to a new and improved offer at Key stage 4, building on the well sequenced and structured foundations formed in Key stage 3. Improvements to our pastoral structure and the development of a proactive inclusion support programme are key priorities for the coming year.

Yours faithfully,

Mr Foskett, Headteacher







## The Role

We have an amazing opportunity to join our Strategic Leadership Team at The Wilnecote School. The successful candidate will make a positive impact on the lives and futures of the students in our school. We are looking for an exceptional leader to join our school community.

We wish to appoint an enthusiastic, dynamic and ambitious leader to be Deputy Headteacher who will support our ongoing school improvement journey. The role has become available due to the recent restructure of our senior leadership team as we move from an interim model to a substantive model for school improvement.

The successful candidate will lead on whole school development to our pastoral provision across the curriculum and within pastoral phases of the school day and calendar. Your aim will be to provide the very best level of care for our students and to empower them to be self-regulating successful young people. The successful candidate will line manage Assistant headteachers for Personal development, for Inclusion and our Assistant headteacher DSL/Attendance.

The senior leadership team at The Wilnecote School works closely with the Community Academies Trust to share best practice and ensure consistently high expectations. Our senior team is made up of enthusiastic and committed leaders who put the welfare of the school and the development of our students at the heart of everything we do. We work closely with one another to ensure each of us and those we line manage, are supported and challenged for the betterment of our students.

The Wilnecote School is proud that the commitment of the team of leaders was reflected in the recent Ofsted report, which judged the school to be 'Good' in all areas.

If you believe a great education is the entitlement for all children, regardless of their background, and you want to use research-informed practice to make it a reality, in a school that is committed to staff well-being and high expectations of our students, then we would love for you to apply.



# Job Description

## Deputy Headteacher

### Pastoral Care and Personal Development

Responsible to: Headteacher

Salary: Leadership Pay spine L18-L22

Disclosure Level: Enhanced

Working Pattern: Permanent, Full Time

Location: The Wilnecote School

**Key Relationships:** Assistant Headteacher – Personal Development, Assistant Headteacher – Inclusion, Assistant Headteacher – Attendance / DSL, Senior Operations Pastoral Lead, Behaviour Data Administrator, Pastoral Year Leads, Academies Head of Year

**Responsible for:** maintaining high expectations of behaviour & pastoral care and support. Removing barriers to progress: enabling all students to flourish.

#### General expectations of the Senior Leadership Team (SLT):

- To have a profile around school during the school day, before and after school
- To be seen as role models for all staff (not just those who you line manage or for whom you are responsible)
- To be ready to support staff, students and parents at all times
- To create a sense of capacity at all times
- To be seen as reliable, approachable and discreet
- To be a team leader and a team player
- To be flexible and adaptable

#### Main Role:

To undertake the full range of duties and responsibilities as required by the Principal as set out in:

- The School Teachers' Pay and Conditions of Service and the school Appraisal Policy
- The appropriate standards as set out by the NCTL
- Any other duties commensurate to the post title which the Principal may deem to be appropriate.
- To ensure monitoring, implement, and evaluation of the pastoral aspect of the school.
- To promote the educational success and outstanding outcomes of all our students through strong pastoral leadership
- To have responsibility to lead our team in the development and impact of the following areas of the school:

#### Achievement

- Student standards – attendance, behaviour, uniform, pride, aspiration
- Achievement of PP, LAC, SEND, and AP students including effective and efficient use of monies, monitoring and reporting
- WRL, IAG and support for students to ensure strong destination data
- Rewards & celebrating success

#### Support

- Effective implementation and maintenance of the behaviour policy and its procedures
- Safeguarding – effective leadership of DSL & DDSL team
- SMSC, PSHE provision and British values
- ASD Resource Base and mainstream SEND provision
- Provision and support designated vulnerable students including LAC students
- External support/liaison and alternative provision
- Admissions and transition at normal transition time
- Admission and induction of students entering the college outside of normal transition time
- Client (parent and student) services and experience and community links
- To contribute at a senior level to policy discussions & decisions on curriculum assessment, pastoral management, safeguarding, staff development and recruitment
- To deputise for the Headteacher as required.
- To line-manage effectively the Assistant Principals and senior support staff aligned to the role

#### Safeguarding Children

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

#### Safeguarding Children

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.



# Person Specification

## Qualifications

### Essential

- Currently hold a Qualified Teacher Status
- Educated to Bachelor Degree level or equivalent.
- Evidence of recent professional development

### Desirable

- Leadership or other relevant qualifications

## Experience

### Essential

- Excellent classroom practitioner
- Up to date knowledge in the areas of behaviour for learning, safeguarding, Looked After Children and Child Protection processes.
- Demonstrable track record of embracing and implementing innovation in student motivation including rewards and sanctions.
- Demonstrable evidence of providing comprehensive analysis regarding key performance indicators for attendance, punctuality, and engagement.
- Experience of leading and line managing a pastoral team
- Ability to use pastoral and academic information to ensure the progress of the whole child.
- Experience of leading effective whole school improvement strategy
- Experience of effectively supporting others to improve their practice and ability to secure progress.
- Demonstrable track record of line managing facilities / departments with evidence of improved outcomes/impact.
- Experience of developing other leaders through effective line management, mentoring and/or coaching

### Desirable

- Demonstrable evidence of leading strategy to improve student behaviour, engagement and outcomes.
- Demonstrable evidence of providing comprehensive analysis regarding key performance indicators for attendance, punctuality, and engagement.
- Knowledge of SEN processes and procedures as relating to alternative provision EHCP's, assessment and student support
- Experience leading, planning or implanting a pastoral curriculum.
- Experience leading whole school quality assurance activities.
- Experience leading the reporting of student progress to parents.

## Personal Qualities

### Essential

- Ability to communicate an effective school vision, high expectations and support the ethos and values of the school.
- Demonstrable ability to work effectively in a wide partnership, lead and strategically challenge under performance to achieve school improvement.
- Demonstrable ability to effectively use data and information to drive school improvement and progress.
- Demonstrable ability to effectively lead the management of student behaviour, engagement, and attendance.
- Evidence of improving student's outcomes and supporting staff to ensure strong understanding of behaviour for learning, engagement, and well-being.
- Commitment to raising standards and achieving the highest standards of engagement and attainment for young people and staff.
- Highly effective pastoral management ensuring effective provision for all students.
- Ability to form and maintain appropriate relationships and personal boundaries with students.
- Emotional resilience in working with challenging behaviour and a commitment to a restorative approach

### Desirable

- Ability to lead programmes to coach/mentor, support and challenge staff and students to ensure engagement, progress, and well-being.
- Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/families, and the wider community

## Other

### Essential

- Commitment to supporting CPD to develop the school.
- Experience of effective school improvement initiatives
- Evidence of active interest in staff development through CPD, staff appraisal and school improvement planning



# Terms of Appointment

The salary range for this role is L18 - L22, depending on the skills and experience of the candidate.

Community Academies Trust supports Equal Opportunities Employment.

## How to Apply

For further information and an application form please visit our website [thewilnecoteschool.com/Vacancies](http://thewilnecoteschool.com/Vacancies). Applicants should apply via the application form on our website. We ask that candidates complete the online anonymous equal opportunities monitoring form. The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application. The closing date for applications is Friday 5<sup>th</sup> April

### Safeguarding

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from Community Academies

Trust vision and values. The Trust may carry out online searches on shortlisted applicants and applicants may be required to provide details of their online profile, including social media accounts, as part of their application.

### GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.



### The Wilnecote School

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