



Henley-in-Arden School

Part of the Arden Multi Academy Trust



Deputy Headteacher Curriculum and Teaching and Learning Applicant Information Pack



Ofsted
Good
Provider



**Deputy Headteacher
Curriculum and Teaching and Learning**

Full Time - Permanent

September 2024



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working in our school](#)



[Click here to find out what
makes us so special](#)

Hello

Due to the retirement of the current postholder, it is my pleasure to share with you a rare and exciting opportunity to join our fantastic senior leadership team, in our forward thinking and aspirational school based in Warwickshire's beautiful, medieval market town of Henley-in-Arden.

You'll be joining our passionate and high performing school which nurtures and develops our skills, knowledge and love of learning. In addition you'll be key part of our staff body at Henley in Arden school – where we pride ourselves on our supportive and inclusive nature, supporting all students to achieve.

You will be joining us following very successful, with a positive progress 8 in 2023, pass rates of 85% and 78% for English and Maths, and outstanding destinations for our students. We are proud that we have enabled our students to achieve their goals and prepare them to be kind and thoughtful members of society.

Where better to lead, teach and support our staff and students than in the district of Stratford-upon-Avon, at the heart of Shakespeare's county?

Visits to our green-field site, bordered by the River Alne, are welcome (and encouraged!) so that you may see for yourself why Ofsted describe our flourishing students as, "friendly, welcoming and happy" and our staff as "overwhelmingly positive" about their roles (December 2022).

Come and join our experienced and high performing Senior Leadership Team



The Arden Multi Academy Trust

It started with our belief in high quality and dynamic education for everyone, right in the heart of our community. That desire has grown into Arden Multi-Academy Trust (AMAT).

The Trust was formed in April 2015 with a clear vision to generate self-belief, self-worth, esteem and confidence in young people who can then display ambition and aspiration in achieving high educational outcomes.

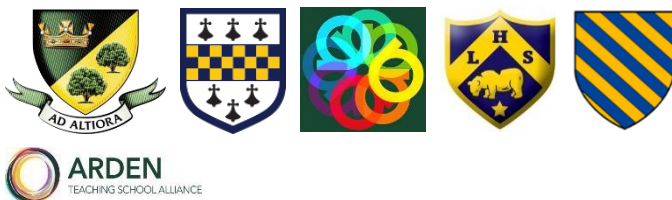
Arden Multi Academy Trust started life when Arden, an outstandingly successful and innovative school who was asked to support Park Hall Academy in the north of Solihull in 2009. Park Hall moved out of 'Special Measures' in September 2015 and was classified in November 2017 as good by Ofsted. In January 2018 Lode Heath School, a popular secondary school in Solihull, also became part of the Trust, with Henley-in-Arden School joining in 2019. Since joining the trust – the school has gone from strength to strength.

All schools within the Trust benefit from the Arden Teaching Alliance which currently consists of five Primary and five Secondary partner schools. This ensures that we help recruit, retain and develop our workforce across both teaching and support staff. The Trust also works closely with the Solihull Academy APU Free School which adds a further dimension to our provision.

As a Trust we truly value the success of every student and we place the sharing of excellent education practice at the core of this value. We are committed to improving the quality of education and life in Solihull and its immediate surroundings. The Trust operates from its hub in Knowle, South Solihull.

As a Trust we are committed to maintaining our core principles and focus as we grow; working with schools where we believe we can help and who, in turn, can enrich and provide real benefit for the existing Arden Multi Academy Trust family.

Our academies have common values and core operational systems, which are applied locally, adapted to individual context and needs. By this simple expedient each academy retains its own local governing body, identity and individuality. The young adults who leave our care are prepared for the next stage of their education and are ready and confident to move forward in life.

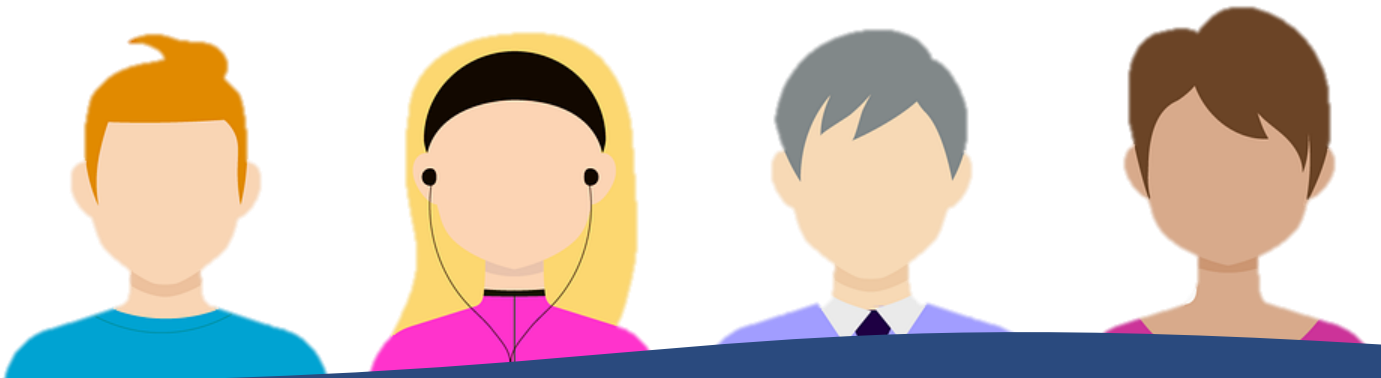


Looking After Our Staff

We feel it is vital that every member of staff feels valued and supported throughout the school year, from their first day in September right through to the last day of the summer term. We want our staff to feel enabled and motivated to provide high-quality teaching every day for our students. We want our staff to feel assured that they will be supported in times of difficulty, especially from school leaders and governors.

We have 6 core principles, that drive our assessment of decisions relating to the wellbeing of our staff:

- a culture of positivity that all stakeholders contribute to equally
- an environment to energise all members of staff
- leaders who aim to be highly effective, proactive and non-judgemental
- excellent working relationships
- career satisfaction
- healthy lifestyle



What Do We Already Do For Our Staff?

- Our senior team pride ourselves, as a smaller than average secondary school on our friendly, supportive and approachable nature
- Our staff have more than 10% PPA time (currently 14%) which is more than other local schools
- Our staff have protected planning, preparation and assessment time and cover supervisors are employed to minimise unexpected cover
- Our staff are not expected to respond to emails outside of work hours and in weekends and holidays
- As a school team, we are transparent and collaborative with our school calendar and timetable – giving as much notice as possible to any changes
- As a senior team, we have reviewed our reporting and marking systems to maximise impact and reduce workload
- Our staff have access to yearly flu jabs, to support their health during winter months
- As a team, we support our colleagues in initial tricky meetings with parents or challenging children
- Our SLT pride themselves on being “visible” throughout the day. They support our staff
- As a senior team, we have centralised detentions, which supports our staff implement our simple behaviour system and reduce the administration of these
- We have disaggregated inset days, which maximise our time for school priorities throughout the year
- We hold subject solutions surgery to support our middle leaders maximise student outcomes



Our New Staff Training Programme

At Henley, we pride ourselves on our training for our staff. We have regular training each Wednesday morning for all staff 8:30-9:00am to keep our team up to date with effective pedagogy and take away teaching tips.

In addition we offer a supportive staff induction for all staff which includes:

- Teaching and learning
- Behaviour System
- Data and Reporting
- A school tour and who is who – from the Associate Headteacher

For our ECTs and recently qualified teachers – our Trust supports your journey as a practitioner through centralised training which takes place face to face at one of our four schools regularly throughout the year.

ECTs are invited to start the time at Henley in July – after finishing their ITT course. This is to induct them into the school, provide opportunities to get to know the students and further hone their practice. They are paid for this time.



Getting to know us at Henley

We have 700 students on roll
(with a hefty waiting list!)

We have five year groups
teaching students from
Years 7 to 11.

We have a
“good” Ofsted
rating from
December
2022.

Our
provisional
Progress 8
score in 2023
was +0.18.

**Our students
achieved in 2023,
72% in the “Basics”
at grades 9-4, with
78% in Maths and
85% in English.**

We have two non-teaching pastoral managers,
an attendance officer and 5 Heads of Year.

Job Description

Job Title	Deputy Headteacher: Curriculum; Teaching and Learning
Reporting Arrangements	Line managed by the Associate Headteacher

Job Purpose
<p><i>Will be further refined based on the strength of the successful appointment</i></p> <ul style="list-style-type: none">• Drive and maintain high standards in our classrooms to ensure engaging learning and progress of pupils in Henley in Arden school• Develop, challenge and support staff to deliver impactful lessons consistently to support all student progress• Work with, challenge and support subject leaders offer impactful learning opportunities in classrooms and through their curriculum• In collaboration with the Associate Head, further refine a curriculum which suits the needs of our cohort of students, and enhances their a love of learning

Duties and Responsibilities

Leadership

- To be a leading and effective member of the Henley in Arden Leadership Team and to drive its shared responsibilities.
- The teaching of students and the associated line management of staff in respect of those students in accordance with the aims and objectives of the Academy.
- Promote the academic ethos to enhance the learning experience of its students.
- Carry out any additional duties as may be required by the Associate Headteacher or the Executive Headteacher.

Responsibilities: Role Specific

- Work with our brilliant teachers to further develop our teaching and learning, in collaboration with our wider senior leadership team and extended leadership team.
- In collaboration with the associate headteacher, develop our curriculum further to impact the learning experiences of students and prepare them post-16 options
- Responsibility for aspects quality assurance, producing reports to the Associate Headteacher, Executive Headteacher and Governing body.
- Raising attainment and progress of key student groups.

Job Description

- Raising attainment and progress of key student groups.
- To lead the school's readiness and preparation for external inspection.
- Other responsibilities to reflect the needs of the academy and skills of the successful applicant.

Responsibilities: Senior Leadership Role

- Enhance and maintain a culture of high expectations both personally and with others.
- Lead by example both as a teacher and as a senior leader, achieving high levels of student attainment and progress, behaviour and motivation through effective teaching and line management. This will include the exemplary modelling of high standards in student books. Relentlessly challenge underperformance at all levels and ensure corrective action in line with Academy policy.
- Support and develop Academy policies and practices to ensure consistent application.
- Have a teaching commitment in line with the role of an Deputy Headteacher (and love it!).
- To support the department in which you teach by attending meetings and supporting the wider work of the department as appropriate.
- Plan, chair and organise meetings as appropriate, leading meetings which inspire and motivate others.
- Sustain powerful and effective, positive relationships with staff, students, parents/carers Governors and the local community.
- Liaise effectively with all stakeholders including parents/carers, feeder schools, local secondary schools, local businesses and community partners, in line with the strategic objectives of the Academy.
- Maintain and promote clear expectations and high standards of professionalism.
- Attend Academy events and activities as directed by the Associate Headteacher/ Executive Headteacher.
- Advise/inform the SLT on any local/national developments specific to the posts areas of responsibility.

Job Description

Responsibilities: Joint SLT

- Taking a lead role in creating positive relationships across the Academy and the wider Academy community.
- Managing incidents and conflict resolution constructively and effectively.
- Responding effectively and efficiently to staff, pupils and parental concerns.
- Leadership representation at evening events.
- Taking a lead role and actively support student social times as well as being on call when needed.
- Attendance at Academy Leadership Team meetings throughout the year and before and after school.
- Attendance at Trust meetings throughout the year, when required.
- Supporting Governor Activities – including presentation of reports, as required, to Governor Committees.
- Providing the Headteacher and Executive Headteacher with Self Evaluation Evidence, judgements and action plans
- Conducting regular formal and informal Learning Walks.
- Maintaining a high profile presence and to be accessible to, and supportive of, students, staff, parents/carers and the wider community.
- The Assistant Head can expect to have additional whole Academy responsibilities, which may change from time to time. It is therefore essential to have an open mind, be inclusive and have a flexible approach to change as the Academy develops further.

Responsibilities: Pastoral, Teaching & Learning

- Be at the forefront and develop whole Academy strategies to improve attainment and achievement.
- Have a teaching commitment as agreed with the Headteacher

Responsibilities: Other Activities

- Promoting the general progress and wellbeing of individual students and of any class or group of students assigned to him/her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including signposting to more expert sources of advice.
- Producing relevant record & reports as required.
- Producing records of and reporting on the personal/social needs of students.
- Communicating and consulting with parents/carers and leading the Parent/Carer Council
- Communicating and co-operating with outside agencies.
- Participating in meetings arranged for any of the purposes described above.

Job Description

Outcomes

- Rigorous monitoring of your area leading to a clear evaluation of outcomes measures to be reported at SLT and to wider Governors focusing on impact of actions on student outcomes

Other duties and responsibilities

- The post-holder may be required to undertake any other duties commensurate with the level of the post as may be required from time to time.

Conditions of employment This job description is subject to the current conditions of employment applying in the AMAT, other current educational and employment legislation and any conditions applying to the school's status as an Academy Trust. Review The job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder.

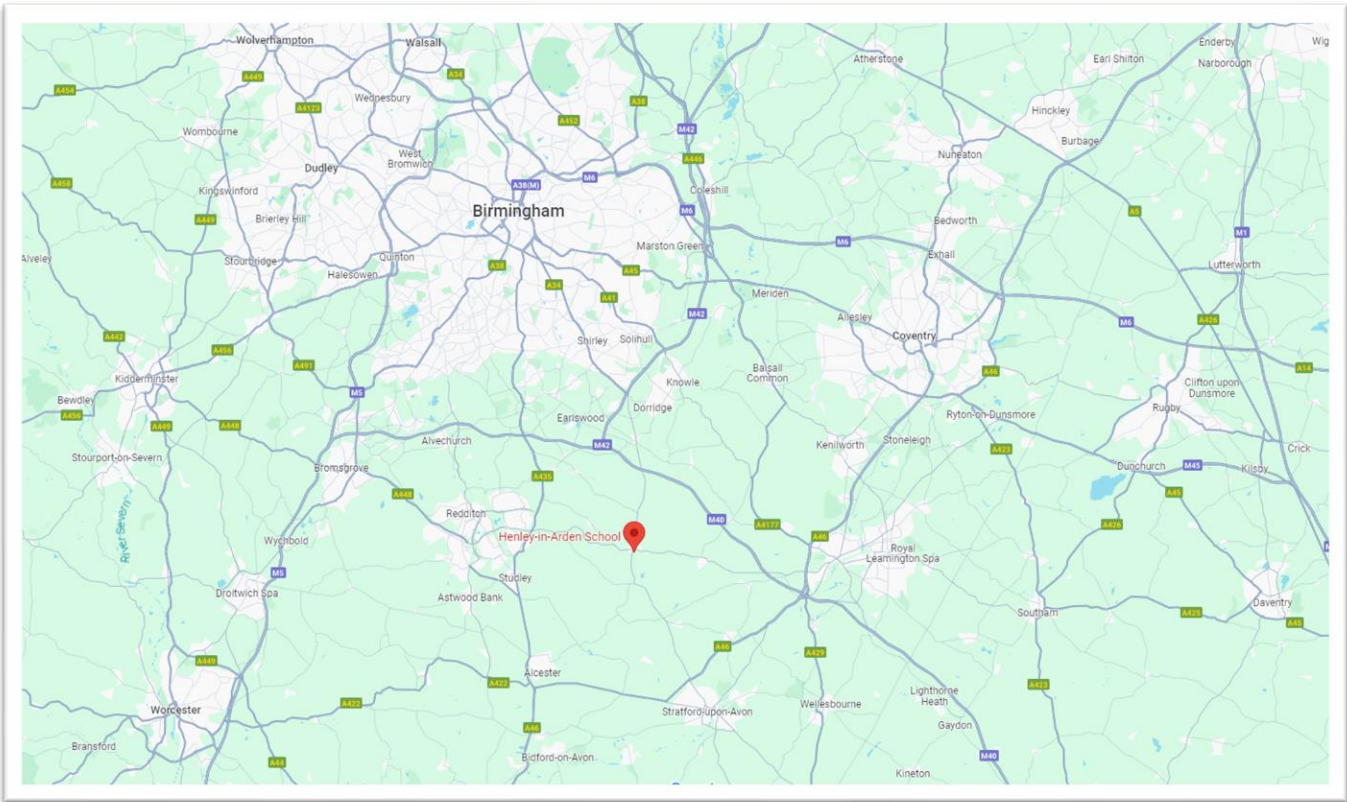
Note on terminology In this document, the following terms are used:

- "Accountable" – this means to be answerable to the appropriate line manager for the success or failure of the identified area; in most cases, operational responsibility for implementation of this task is also implied by this term although for employees with leadership responsibilities, operational responsibility may be delegated to subordinates.
- "Responsible" – this means to be operational responsible; an employee with responsibility implements the task in question
- "Contributes" – means that the employee does not hold full responsibility but is required to make a significant contribution to the implementation of a task or area of responsibility under the direction of line manager.

Person Specification

	Criteria	Essential	Desirable
Qualifications	An honours degree (or equivalent) in a subject or discipline relevant to the post.	✓	
	Qualified Teacher Status. (QTS)	✓	
	Evidence of further professional studies/research.		✓
Experience	Proven success in delivering KS3 and KS4 curriculum.	✓	
	Experience as a senior leader, including management of staff and evidence of improving pupil progress	✓	
	Delivery of INSET.	✓	
	Successful experience in introducing or implementing major innovations in a school.	✓	
	Ability to exercise effective staff management, and to lead and motivate others.	✓	
	Ability to generate effective working relationships at all levels.	✓	
	Experience of effective quality assurance approaches including staff performance management and staff development.	✓	
	An understanding of the learning needs of students who have a special educational need or disability and thorough knowledge and understanding of the SEN Code of Practice.	✓	
	Engagement in action research.		✓
	Experience of working with governors.		✓
	Clear understanding and detailed knowledge of current curriculum and assessment requirements and developments.	✓	
	Be able to demonstrate emotional resilience in working with students, colleagues and parents.	✓	
Knowledge	Strong analytical skills and an ability to interpret both quantitative and qualitative data.		
	Strong understanding of the content related to the curriculum area.	✓	
	Strong understanding of statutory educational frameworks, including Safeguarding and the SEN Code of Practice.	✓	
	A proven knowledge of the changing national education agenda.		✓
	Substantial knowledge and understanding the strategies most likely to maximise the levels of educational achievements by all learners at the academy.	✓	
Personal Qualities	Excellent communication skills, both oral and written and a good sense of humour	✓	
	Outstanding emotional intelligence.	✓	
	Ability to learn from students, parents, governors and other partners.	✓	
	Readiness to show sensitivity and flexibility to suit the circumstances.	✓	
	Enthusiasm and a commitment to continuous professional development.		

Where Can You Find Us?



Henley-in-Arden School
Stratford Road
Henley-in-Arden
Warwickshire
B95 6AF

Mon / Tues / Thurs / Fri		Wed only	
8.40am - 8.50am	Registration	8.30am - 9.00am	Staff Training
8.50am - 9.50am	Period 1	9.00am - 10.00am	Period 1
9.50am - 10.50am	Period 2	10.00am - 11.00am	Period 2
10.50am - 11.10am	Break	11.00am - 11.20am	Break
11.10am - 12.10pm	Period 3	11.20am - 12.20pm	Period 3
12.10pm - 13.10pm	Period 4	12.20pm - 13.20pm	Period 4
13.10pm - 13.30pm	Form KS4	13.20pm - 13.35pm	Form KS4
13.30pm - 14.10pm	Lunch KS4	13.35pm - 14.10pm	Lunch KS4
13.10pm - 13.50pm	Lunch KS3	13.20pm - 13.55pm	Lunch KS3
13.50pm - 14.10pm	Form KS3	13.55pm - 14.10pm	Form KS3
14.10pm - 15.10pm	Period 5	14.10pm - 15.10pm	Period 5