

MAKE AN IMPACT THAT WILL LAST A LIFETIME.

Join our team.

Recruitment Pack

Assistant Headteacher - Teaching and Learning

Nunthorpe Academy

Assistant Headteacher -

Nunthorpe Academy

Nunthorpe Academy is seeking to appoint a dynamic and inspirational Assistant Headteacher to lead the school's teaching and learning systems and policies.

We are looking for someone that is approachable, with excellent communication skills who can effectively build relationships and partnerships throughout the school, the local community and across the Trust.

The Assistant Headteacher will support the Headteacher, contributing at a high level to building, communicating and implementing our school ethos, 'Ready, Respectful and Safe.'

The Assistant Headteacher will act as a source of support expertise. Supporting the Senior Leadership Team and overseeing related decisions to ensure the vision of Nunthorpe as a learning centred organisation is clearly articulated, shared, understood and acted upon effectively by all.

We are seeking an ambitious leader with a proven track record of driving school improvement, who will foster a culture of caring, learning and development, and high expectations.

Nunthorpe Academy prides itself on the support and guidance given to everyone of our students as an inclusive and supportive community school. The Deputy Headteacher must support our commitment to becoming Outstanding by ensuring that every student and member of staff is able to realise, fulfil and exceed their potential in their academic and pastoral lives

We would encourage you to talk to us in advance of your application and if possible, visit our school. If you would like an informal conversation about the role or to visit the school, please contact Faye Peart, HR Lead, at hadmin@arete.uk or by phone at **01642 710050**.

If you are ready for the next step in your career and you feel that your skill set makes you a good fit for this very exciting opportunity, then we look forward to receiving your application.



Kate Kell

Headteacher, Nunthorpe Academy

A Message from the CEO

Thank you for your interest in the Assistant Headteacher position at Nunthorpe Academy. At Areté, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in our mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity. We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential through 'Striving for Excellence'.

To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our schools align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally.

We aim to instil a passion for lifelong learning and continual improvement among our schools, staff and students, empowering them to pursue their aspirations and ambitions.

Our goal is to create a family of schools that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining Areté Learning Trust.



Mark McCandless

Chief Executive Officer, Areté Learning Trust



About the Trust

Areté Learning Trust currently has 11 schools and educates over 7,000 young people in and around North Yorkshire from ages 2-18. Our learners are at the heart of everything we do.

At Arété Learning Trust we work together and collaborate to ensure that all of our learners and our staff team have the chance to reach their potential.

Our Trust Aspirations

Every learner in our Trust is inspired and enabled to be the best they can be.

Our Trust is committed to promoting:

- Health, happiness and wellbeing
- A safe, disciplined and supportive environment
- A love of learning through a passionate and committed approach
- High standards and expectations
- Integrity, kindness and good manners
- Respect for individuality and difference
- Collaborative working to secure excellence

To realise our aspiration for every child to be the best they can be, we need to ensure that as a Trust we are '**Striving for Excellence**'.

Areté Learning Trust has 4 key aims:

Every Learner in Arété Learning Trust is educated in a great school.

...where the quality of education reflects the highest standards and behaviour, attitudes and outcomes are exemplary and consistent from everyone within the school community.

We want every learner to enjoy their learning journey in our schools and have real choices for the future.

We have a shared mission to deliver exceptional experiences and development opportunities across the Trust

Areté Learning Trust schools are schools of choice for parents

...a leading educational organisation in our communities that gives confidence.

We want to be the 'first choice' in the communities we serve and for our schools to be full, or growing, vibrant places to learn.

Every learner should have access to the best education whatever their starting point.

Areté Learning Trust is the employer of choice

...our schools and Central Team are great places to work.

We want staff development to be first class and to enable ambitious staff to progress in their careers.

We want our CPD networks to offer significant professional development opportunities - and to recruit and retain the very best people.

Areté Learning Trust is the partnership organisation of choice

...an outward-facing, collaborative and innovative learning-focused organisation.

We want external agencies and strategic partners to seek to work with us, and for us to have excellent capacity to support others.

Our reputation should attract like minded thinkers and innovators.

Why work for us?

We want everyone who works within ALT to feel valued and see how their work fits into the bigger picture.

We seek employees who are prepared to take personal responsibility and constantly challenge the norm to improve performance.

In return, we are committed to providing an empowering and supportive learning environment for all staff.

Areté Learning Trust is committed to being the 'Employer of Choice'.

Essentially this means that we want our schools and our central team to be great places to work. We want our staff development opportunities to be first class and we want to enable staff who are ambitious to grow their careers with us. To give our learners the best education and opportunities we are committed to recruiting and retaining the very best people in all areas of our organisation.

Regardless of role, we seek staff who:

- Have high expectations of themselves and the people they work with.
- Are committed to our Trust values.
- Show initiative and are responsive to change.
- Have strong interpersonal skills with the ability to inspire and motivate others.
- Are creative in their approach to problem solving.
- Are able to influence effectively, whatever their role.
- Are team players.



Mick Fenwick

Headteacher at Stokesley

“The Trust vision of helping everybody to be the best they can be permeates all of the schools. Everybody works collaboratively to achieve this goal; students, staff, parents and carers, the local community and wider partnerships.”



Rebecca Bainbridge

Headteacher at Mill Hill

“The best part of the journey has been working with professionals who are excited about education. It can be very isolating working within a school just by yourself, so talking and sharing ideas with others has been amazing”

About the Role

| | |
|-------------------|-----------------------------------------------------|
| Job Title | Assistant Headteacher – Teaching and Learning 11-19 |
| Start Date | 28/04/2025 |
| Contract | Permanent |
| Salary | £66,919 - £73,819 (L13 - L17) |

The core purpose of the **Assistant Headteacher** is to support the Headteacher to ensure the effective leadership and management of the school's Teaching and Learning systems and policies.

The Assistant Headteacher is responsible for ensuring high quality learning and teaching and subsequent student success. The post-holder will add to the comprehensive, forward thinking SLT at Nunthorpe Academy, maintaining overarching responsibility for the Teaching and Learning of all pupils. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

Begin your journey with a team dedicated to empowering every student to achieve their full potential. If you share our values and have the vision and ambition to drive excellence, we want to hear from you.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is **Monday 3rd February 2025 at 11:59am**.

Interviews will take place on **10th February 2025**.

Areté 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.

Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants. In accordance with our statutory obligations under Keeping Children Safe in Education Arété Learning Trust is required to conduct an online search as part of our due diligence on shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which Arété Learning Trust might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Job Description

| | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Job Title | Assistant Head Teacher – Teaching and Learning 11-19 |
| Grade | £66,919 - £73,819 (L13 - L17) |
| Responsible to | Deputy Head Teacher – Quality of Education |
| Staff Managed | Department Leaders / Teaching Staff |
| Job Family | Senior Leadership |
| Leadership | <ul style="list-style-type: none"> • To support the senior leadership team by ensuring the vision of School as a learning centred organisation is clearly articulated, shared, understood and acted upon effectively by all and to work within the school community to translate the vision into agreed objectives and operational plans, which will promote learning and sustain the school's improvement • Ensure the ethos, values and goals of the school, as reflected in the school development plan, are communicated positively to colleagues, parents/carers, the community and learners • Promote the academic performance and holistic development of all learners across the whole school curriculum • Implement policies aimed at raising standards of achievement particularly through raising expectations of both staff and learners • Prioritise, plan and organise themselves and others to make professional, managerial and organisational decisions based on informed judgments • Think creatively to anticipate and solve problems • To support in maintaining a culture of high expectations and take appropriate action when performance is unsatisfactory • Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation • Regularly review own practice, set personal targets and take responsibility for own personal development including managing own workload and that of others to allow an appropriate work/life balance • Be a highly visible presence around the school and role-model expectations and standards to staff and students • Motivate and work with others to create a shared culture and positive climate, acknowledging the responsibilities and celebrating the achievements of individuals and teams • Line manage one faculty / department *if required and dependant on specialism • Line management of the Lead Practitioner Teaching and Learning and the Teaching and Learning Team |
| Strategic Planning | <ul style="list-style-type: none"> • To support the systems for monitoring and maintaining excellent practice in teaching across the school using quality assurance procedures. • Lead, inspire and support teachers with regard to teaching which ensures progression and development, setting and maintaining high professional standards • To monitor and evaluate the quality of teaching across the school through the Trust-wide quality assurance process • Develop and implement intervention strategies where the quality of teaching is of concern; monitor and evaluate strategies and implement changes where appropriate |

| | |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategic Planning | <ul style="list-style-type: none"> • Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and appraisal objectives resulting in a tangible impact on students learning • Establish support/developing performance plans to bring about improvement in practice • Use teaching evaluation outcomes to set priorities for development and to identify the individual professional learning needs and opportunities of staff for developing, extending and sharing good practice. • Promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupils learning • Support the delivery of an effective CPD programme focused on enhancing learning • Ensure that the school's policies and practices change to reflect successful developments in teaching and learning • Assist in the induction and development of all teaching staff • Contribute to the updating of SEF for this area and reporting to governors and Ofsted |
| Curriculum Provision | <ul style="list-style-type: none"> • Where data shows students are underachieving, to liaise with SLT colleagues and Heads of Faculty/Teaching Staff to identify the issues and where teaching is weak to put intervention in place • Monitor and evaluate the effectiveness of the intervention and support put in place • Monitor the impact of teaching on the overall progress and development of learners • Review and develop all policies relevant to this area of responsibility • Undertake an appropriate programme of teaching |
| Staff Development Recruitment/ Deployment of Staff | <ul style="list-style-type: none"> • As part of the Senior Leadership Team, ensure staff development needs are identified and appropriate programmes designed to meet such needs • Contribute to Performance Development and to act as reviewer for a group of staff and help develop and enhance the teaching practice of others through support and performance management. • Promote teamwork and motivate staff to ensure effective working relations • Hold regular meetings within line management structure • Attend and contribute to appropriate meetings • Assist in the effective recruitment of staff to the school • Work with external training providers to ensure impact of programmes have an effect on student outcomes |
| Management Information | <ul style="list-style-type: none"> • Maintain accurate, clear and up-to-date information concerning quality of education • To work with school leaders to make effective use of data to ensure all students at all key stages make good progress |
| Quality Assurance | <ul style="list-style-type: none"> • Support in the delivery of an effective programme, monitoring the quality of teaching and learning • Ensure support and challenge is provided to each subject area • Contribute to and monitor each half term year group progress in teaching against the School Development Plan • Monitor progress against targets (support plans) and intervene when/where necessary, formulating strategies and communicating action to relevant colleagues • Support departments in promoting positive attitudes to learning by collating and disseminating exemplar practice |

| | |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Safeguarding | <ul style="list-style-type: none"> To be Level 3 Child protection trained and act as link SLT to an identified year group. Raise awareness of the Safeguarding / Child Protection Officer role to parents/ carers, adults and children. To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate Maintain confidentiality regarding issues concerning children, including information about family background/circumstances and abuse. |
| Communication | <ul style="list-style-type: none"> Develop systems to enhance communication, student tracking, quality assurance and accountability by all Ensure that all teachers are familiar with and use data effectively to promote progress and positive learning conversations with students Contribute to the high quality production of relevant school documentation Attend internal and external meetings and contribute to the effective communication within school and with external agencies Prepare/present reports to relevant governor committee meetings as appropriate |
| Marketing and Liaison | <ul style="list-style-type: none"> Responsibility for the publication of teaching and learning materials on Shared Drives to support teacher development |
| Management of Resources | <ul style="list-style-type: none"> Identify resource needs and contribute to the efficient /effective use of physical resources |
| Data Protection | <ul style="list-style-type: none"> To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. Know about data protection issues in the context of your role. |
| Health and Safety | <ul style="list-style-type: none"> Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. To work with colleagues and others to maintain health, safety and welfare within the working environment. |
| Equalities | <ul style="list-style-type: none"> We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. Develop own understanding of equality issues. |
| Flexibility | <ul style="list-style-type: none"> Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures |
| Customer Service | <ul style="list-style-type: none"> The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. Understand your own role and its limits, and the importance of providing care or support. |

Person Specification

| Assistant Headteacher | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Qualifications | Essential | Desirable |
| Qualified Teacher Status | X | |
| Has undertaken sustained professional development in relation to teaching, learning and curriculum | X | |
| Evidence of further professional qualifications and training | | X |
| Knowledge and Experience | Essential | Desirable |
| An understanding of the developments and requirements of the National Curriculum | X | |
| Financial awareness and the ability to understand, plan and manage the budget | X | |
| The ability to analyse and interpret complex information and explain key elements in simple terms | X | |
| Strong understanding of statutory requirements relating to the curriculum and assessment | X | |
| Up to date knowledge of what research and inspection findings tell us about effective leadership and the quality of education from Key Stage 3 to 5 | X | |
| An understanding of the legislation relating to SEND and to KCSIE (including Prevent and British Values) | X | |
| Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour | X | |
| An understanding of the developments and requirements of the National Curriculum | X | |
| Knowledge of a range of teaching and learning strategies to meet the needs of children | X | |
| Commitment to working with other schools, organisations and agencies | X | |
| Understanding of strategies for performance management | X | |
| Successful involvement in staff recruitment, appointment and induction | | X |
| Experience of Head of Faculty or similar level as a minimum | X | |
| Experience of managing resources efficiently and effectively | X | |
| Experience of using all relevant data to drive school improvement | X | |
| Experience of developing a curriculum which is personalised to the needs of the children | X | |
| Substantial experience of leading school initiatives or staff teams | X | |
| Experience of offering challenge and support to improve performance | X | |
| Experience of performance management and supporting the CPD of colleagues | X | |
| Experience of leading school initiatives or staff teams | X | |
| Experience of leading and co-ordinating professional development opportunities | X | |

| Knowledge and Experience (continued) | Essential | Desirable |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Experience of effective monitoring and evaluation of teaching and learning | X | |
| Experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management | X | |
| A proven track record of raising achievement | X | |
| A proven track record of securing improvement in the quality of teaching and learning | X | |
| Relevant experience in more than one school | | X |
| Experience of working effectively with a wide range of ability range (including SEND and more able children) | | X |
| Previous experience of working and bringing about positive change in a challenging school | | X |
| Successful involvement in staff recruitment, appointment and induction | | X |
| Occupational Skills | Essential | Desirable |
| High expectations when managing, developing, inspiring, challenging and motivating staff | X | |
| Ability to delegate work and support colleagues in undertaking responsibilities | X | |
| Lead by example, demonstrating a 'can do' approach | X | |
| Demonstrate an understanding, awareness and empathy for the needs of the pupils and how these could be met | X | |
| Excellent interpersonal and communication skills to engage a range of audiences including staff, children, parents, governors, local authority and external agencies | X | |
| Ability to organise work, prioritise tasks, make decisions and manage time effectively | X | |
| Manage and resolve conflict | X | |
| Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour | X | |
| Ability to remain calm, positive and enthusiastic when working under pressure | X | |
| Ability to articulate and share the school vision, aims and values | X | |
| Understanding of assessment strategies and the use of assessment to inform the next stages of learning | X | |
| Ability to identify own learning needs and to support others in identifying their needs | X | |
| A commitment to continuous school improvement | X | |
| Perseverance and resilience in the face of challenge | X | |
| Evidence of applying safe recruitment practices and developing a safe culture in school | | X |
| Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | | X |

| Other Requirements | Essential | Desirable |
|-----------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Enhanced DBS clearance | X | |
| A strong belief in inclusion for all | X | |
| High expectations when managing, developing, inspiring, challenging and motivating staff | X | |
| High expectations for children's learning and attainment alongside high expectations for all | X | |
| To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice | X | |
| The confidence and ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school | X | |
| Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement | X | |
| Evidence of analysing data, developing strategic plans, setting targets and evaluating progress towards these | X | |

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES.

The successful applicant will be subject to relevant vetting, health and reference checks, including online checks and a satisfactory enhanced disclosure before an offer of appointment is confirmed. *If you have not been contacted within one week of the closing date, please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*