

MAKE AN IMPACT THAT WILL LAST A LIFETIME.

Join our team.

Recruitment Pack

Deputy Headteacher - Behaviour and Attitudes

Nunthorpe Academy

Deputy Headteacher -

Nunthorpe Academy

Nunthorpe Academy is seeking to appoint a dynamic and inspirational Deputy Headteacher to lead the school's behaviour and attendance 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 Deputy Headteacher will deputise for the Headteacher, contributing at a high level to building, communicating and implementing our school ethos, 'Ready, Respectful and Safe.'

The Deputy Headteacher will act as a source of support expertise. Leading personal development, supporting Pastoral Leads and overseeing decisions relating to attendance, behaviour and rewards

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 Deputy 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	Deputy Headteacher - Behaviour and Attitudes 11-19
Start Date	28/04/2025
Contract	Permanent
Salary	£75,675 - £83,464

The core purpose of the **Deputy Headteacher** is to deputise for the Headteacher in their absence to ensure the effective leadership and management of the school and lead the school's behaviour and attendance systems and policies.

The Deputy Headteacher is responsible for communicating the school's ethos and implementing their vision and values, as set out by the Headteacher. The Deputy Headteacher will work with the Headteacher to establish a culture that promotes excellence, equality and high expectations of all pupils.

The post-holder will add to the comprehensive, forward thinking SLT at Nunthorpe Academy, maintaining overarching responsibility for the behaviour and attendance 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 27th January 2025 at 11:59am**.

Interviews will take place on **5th 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 Areté 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 Areté 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	Deputy Headteacher - Behaviour and Attitudes 11-19
Grade	L18 - L22
Responsible to	Leadership
Staff Managed	AHT Behaviour and Attitudes / Department Leaders / Head of Sixth Form / SEL Lead / SMSC Lead / Isolated Learning Lead / Pastoral Team
Job Family	Senior Leadership
Operational Issues	<ul style="list-style-type: none"> • Deputise for the Headteacher in their absence to ensure the effective leadership and management of the school, this will include chairing staff briefing and SLT • Lead the school's behaviour and attendance systems and policies • To contribute at a high level to building, communicating and implementing a shared vision for the school. • Support Pastoral Leads to interrogate data about progress, attendance, behaviour and rewards, evaluate the outcomes and take appropriate action to remove barriers to learning and progress • Strategically oversee decisions taken by the Pastoral Leads relating to attendance, behaviour and rewards • Write and oversee the school's attendance policy and its implementation in association with the AHT Behaviour & Attendance, Attendance Officer and associated support staff • Be responsible for ensuring the parent voice is heard through parent questionnaires each year, parent forums, feedback slips etc • Organise the school council and ensure pupil voice is reflected in whole school decision making • In addition to the above there will be a line management responsibility to be agreed with the Headteacher on appointment (AVP B&A, SEL Lead, SMSC Lead, Student Leadership Lead, Head of Sixth Form, Head of Subjects with post 16 courses) • Secure an excellent attitude to behaviour and attendance by all pupils across the school. • Lead on establishing and implementing a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in the school and the wider society. • Identify and intervene with vulnerable pupils so that they progress and achieve high standards compared to other pupils. • Strategically plan and implement interventions that enable all pupils to overcome personal obstacles and challenges so that they make maximum progress and attainment, especially disadvantaged pupils. • Link SLT for Sixth Form - pastoral support, safeguarding and quality assurance.

Communications	<ul style="list-style-type: none"> • Oversee communication relating to behaviour and attendance including exclusions and effective and appropriate reintegration's • Liaise with SLT, Governors, Staff, student and parents/carers, external agencies and other schools as appropriate. • Discuss any safeguarding or child protection issues or ongoing investigations with the Headteacher, to notify them, and ensure that there is always cover for this role. • Provide guidance to parents/carers in order to provide planned interventions as part of agreed plans for children.
Partnership or Corporate Working	<ul style="list-style-type: none"> • Lead parent/carer and student voice including the Parent Voice group and school council. • Refer cases of suspected abuse or allegations against a member of staff to the DSL and Headteacher. To carry out the role of Investigating Officer where required. • Liaise with colleagues to support strategic development and share good practice. • Work in collaboration with the DSL as a Level 3 trained safeguarding deputy to: <ul style="list-style-type: none"> • Support the care of children where their living arrangements are at risk of breaking down. • Liaise with colleagues in external organisations regarding the Common Assessment Framework and monitor all referrals and recommendations from within the school. • Work with children and their families in order to strengthen and develop the potential of parents/carers and their children in order to prevent their children becoming looked after or suffering significant harm. • Work with social workers and other agencies to develop links and utilise resources as part of agreed plans for children.
Resource / People Management	<ul style="list-style-type: none"> • Responsible for developing and reviewing student initiatives focused on the behaviour and attendance • Ensure an appropriate Year and Form structure within the academy providing direction and line management to Pastoral Leads and Form Tutors in developing a day to day care system for all students • Act as a source of support, advice and expertise when deciding whether to make a referral by liaising with relevant agencies • Coordinate referrals, arrange action points and review actions to support the family with the pastoral team and AVP B&A and Inclusion
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. • Ensure that all children who are victims of abuse are supported in an appropriate and sensible manner. • Represent the school at relevant panels, working groups and meetings as required by the Headteacher.
Systems & Information	<ul style="list-style-type: none"> • Oversee data collection and analysis regarding behaviour and attendance • Oversee data collection and analysis regarding extra-curricular provisions

Planning and Organising	<ul style="list-style-type: none"> Plan, complete and review standard operating procedures to underpin the operational aspects of the role: <ul style="list-style-type: none"> Attendance 11-19 Behaviour 11-19 Pastoral Curriculum and Quality Assurance 11-19 Student Leadership 11-19 Sixth Form Recruitment Extra-curricular provision
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

Deputy Headteacher		
Qualifications	Essential	Desirable
Qualified Teacher Status	X	
Degree (or equivalent)	X	
Evidence of recent and relevant CPD to prepare for Senior Leadership	X	
Higher Degree or post graduate curriculum or leadership qualification.		X
Has achieved or is working towards gaining NPQH		X
Knowledge and Experience	Essential	Desirable
A clear understanding of what constitutes outstanding practice in delivering inclusive education	X	
Up-to-date knowledge of curriculum and strategies to achieve outstanding learning, teaching, assessment and engagement of young people	X	
Up-to-date knowledge of local and national policies priorities and statutory frameworks, particularly those relating to Academies	X	
Evidence of knowledge and understanding of safeguarding issues	X	
The ability to analyse and interpret complex information and explain key elements in simple terms	X	
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	X	
High expectations when managing, developing, inspiring, challenging and motivating staff	X	
Commitment to working with other schools, organisations and agencies	X	
Understanding of strategies for performance management	X	
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	X	
Recent and substantial successful experience as a senior leader	X	
Evidence of impact as a school leader	X	
Evidence of making a significant positive impact on the development and improvement of a school	X	
Evidence of the implementation of successful strategies used to improve students' outcomes	X	
Evidence of rigorous monitoring, evaluation and improving colleagues; performance	X	
Understanding of the role of the pastoral leadership in a school		X
Substantial experience in secondary education in different contexts		X

Knowledge and Experience (continued)	Essential	Desirable
Evidence of effective management and monitoring of safeguarding issues		X
Evidence of promoting effective relationships between staff, students, employers, governors, parents, multi-agency partners and wider community		X
Evidence of working with stakeholders beyond the school environment		X
Evidence of understanding and application of data to establish benchmarks, set targets for improvement, track progress and evidence improved outcomes		X
Occupational Skills	Essential	Desirable
Exceptional interpersonal, communication and listening skills	X	
Collaborative yet clear and decisive leadership style	X	
Strategic and reflective thinking, proactive and balanced problem-solving skills	X	
High energy, lively intelligence, and a good sense of humour	X	
Consummate professionalism, evidenced by not shying away from difficult decisions or providing direct and honest feedback in a positive and constructive manner	X	
Naturally outgoing leadership style that is readily adjusted to the audience, to get the best out of colleagues and to command the respect of students as well as adults	X	
Contagious positive attitude that motivates and inspires others	X	
Authenticity, flexibility, transparency and the highest standards of integrity	X	
Other Requirements	Essential	Desirable
Enhanced DBS clearance	X	
A proven track record of securing improvement in the quality of teaching and learning	X	
A proven track record of raising achievement	X	
An understanding of the legislation relating to SEND and to KCSIE (including Prevent and British Values)	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	
The confidence and ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school	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.*