



Orbis
Education
Trust



Kingsthorpe
College



Kingsthorpe College

Orbis Education Trust

Deputy Headteacher

RECRUITMENT PACK

December 2024

About

Orbis Educational Trust

Orbis Education Trust was founded In September 2021 and comprises of:

- **Southfield School**, 11-18 years of age, single sex (mixed sixth form), 1,200 place secondary school (Ofsted rating – Good, possibly outstanding if full Section 5 inspection, February 2020); and
- **Kingsthorpe College**, 11-18 years of age, mixed sex, 1,500 place secondary school (Ofsted rating – Good, December 2019).

A third school will soon join the Orbis family.

- **Hanwood Park School**, 900 place secondary school.

Our mission is:

'To provide world-class education and extra-curricular activities, that empower every student to achieve their full potential. Through collaboration and innovation, we strive to create a learning environment that is inclusive, supportive, and challenging, and that inspires students to pursue their interests and passions.'

We are committed to closing the 'enrichment gap' and providing all pupils with a wider education to develop their life skills. In our schools we have Combined Cadet Force (CCF) contingents (Army and Royal Navy), and extensive Duke of Edinburgh award programmes.

We understand that every child is different and, therefore, encourage a culture of collaboration that embraces the views of pupils, parents/carers, staff and trustees. It is important that all stakeholders feel an integral part of the Orbis family.

As a trust, we are dedicated to working together to share best practices and resources, and to providing our students with a diverse range of opportunities that prepare them for success in whatever path they choose to follow.

Staff Wellbeing

We truly believe that our staff are our greatest asset. We start from a position of professional trust and empower our staff to be the best they can within their roles. We know our staff want to deliver the best possible experience and outcomes for our students and we see it as our duty to make sure the training, wellbeing and motivation we provide to our staff allows this.

We continuously review our benefits package to balance the importance of career satisfaction, development and achieving a balanced approach to work and personal time and commitments.

Professional development is at the core of any profession. We ensure that staff have every opportunity to develop their teaching throughout their career. Our schools have a professional learning afternoon each week that enables staff to focus upon CPD. All Orbis schools will be supported in modifying the school day to enable this.

What we offer:

- A competitive salary
- Automatic progression through pay points
- Continuous Professional Development
- Competitive pension
- Generous paid holiday entitlement (support staff)
- Opportunities for flexible working including a 9 day fortnight
- Access for staff and their families to a Healthcare scheme
- Free parking
- A staff wellbeing day during term time
- Cycle to work scheme
- Discounts on holidays and retailers
- Long service and social events

Job Details

POST OF:	Deputy Headteacher – Pastoral (DSL)
AT:	Kingsthorpe College
SUMMARY OF ROLE:	To develop, deliver and lead pastoral care across the school, including being the DSL, student attitudes and behaviour, attendance and student well-being.
COMMENCEMENT:	Easter 2025
CONTRACT TYPE:	Full Time
SALARY:	L19 - L23 (£77,552 - £85,529)

Joining Kingsthorpe College

There is a vibrancy and an energy across our college. We firmly believe that Kingsthorpe College is successful because we work so well with each other

At Kingsthorpe College, we are passionate about providing opportunities for all our students to achieve artistic, athletic and academic excellence. We very much believe that our role is to help develop successful learners, confident individuals, and responsible citizens. In addition to ensuring that all our young people achieve their potential in these areas, there is also a genuine commitment to respect for individuals which is demonstrated in the daily life of the College.

High quality relationships are at the heart of everything that we do. We want our young people to be happy, confident, curious, and resilient learners. We know that this can only happen if relationships are built on trust and mutual respect. We believe that when young people feel safe and secure, everything is possible, and we promise to do our utmost to make sure that we unlock the potential in everyone.

All we can ask from our students is that they do their best, and we value hard work, determination, and thoughtfulness. We are proud of the extracurricular provision that we can offer, and we work hard to give our students plenty of opportunities to develop their confidence and creativity – both in and out of lessons.

We believe in clarity of communication, and the power of feedback. We always welcome open and honest dialogue between all those involved in and with the College. We are excited and optimistic about what the future holds for the young people and community which we serve.

Our Values and Ethos are:

Aspiration, Responsibility, Respect and Care

- To significantly stretch the performance and achievement of every student.
- To provide an exciting curriculum that makes learning enjoyable.
- To develop in each student a positive self-image and sense of worth.
- To promote high aspirations and high expectations.
- To develop respect for, and the recognition of, the needs of others.
- To enable each student to make informed decisions and exercise their rights and responsibilities.

To achieve all of this we will:

- Work in close partnership with students and their families.
- Engage effectively with other services in meeting all students' needs.
- Sustain an ordered community where expectations are consistently applied.
- Encourage students to take responsibility and develop leadership skills by working with each other.
- Promote enrichment activities which build on the curriculum and develop personal qualities.



Deputy Headteacher - Pastoral

We have an exciting opportunity for a passionate and inspirational leader with a track record of improving standards as a Deputy or Assistant Headteacher.

As Deputy Headteacher you will be responsible for the strategic overview and leadership of our pastoral provision. This would comprise being the designated safeguarding lead, student behaviour, inclusion, attitudes and attendance. As a key member of the leadership team, you will bring staff on the journey with you to achieve outstanding procedures and outcomes in these areas. This will include supporting the development and implementation of our comprehensive CPD programme utilising our professional learning afternoons each Wednesday.

This is a great time to join Kingsthorpe College, and we are looking for a highly effective leader to support our ambition to achieve Outstanding in all areas.

The successful candidate will clearly articulate their vision for Safeguarding and Behaviour strategies to ensure that that pupils receive and achieve the world class education, experiences and outcomes.

With our trust growing, we are likely to have many more career development opportunities coming up in future.

Closing date for applications is 9.00 am, Wednesday, 08th January 2025. (We may interview suitable candidates prior to the closing date.)

To apply for this role, please follow this <https://mynewterm.com/jobs/138932/EDV-2024-KC-13621>

If you have any queries or wish to visit the school please contact Sharan Matharu, Headteacher sharan.matharu@kingsthorpecollege.org.uk

You can alternatively contact the school at:

t: 01604 716106

e: recruitment@orbismat.com

Orbis Education Trust is committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undergo enhanced DBS clearance and appropriate checks in line with KCSIE and safer recruitment guidelines. The school is committed to Equal Opportunities in Employment.



Job Description

Job Purpose Summary

To deputise for the Headteacher and together lead and contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence. The Deputy Headteacher shall play a major role under the overall direction of the Headteacher in.

- Formulating the aims and objectives of the school.
- Establishing the policies through which they shall be achieved.
- Managing staff and resources to that end; and
- Monitoring progress towards achievement.

The Deputy Headteacher shall undertake any professional duties of the Headteacher reasonably delegated to him/her by the Headteacher. The Deputy Headteacher shall undertake the professional duties of the Headteacher in the event of his/her absence

Strategic Direction and Development:

- Support the Headteacher in ensuring the vision for the school is clearly articulated, shared, understood, and acted upon by all.
- Demonstrate the vision and values of the school in everyday practice.
- Motivate, working with and through others to further develop a shared culture and positive ethos
- Promote high expectations of attainment and progress for all;
- Work with the Headteacher on the strategic development and implementation of the School Improvement Plan.
- Develop and implement effective strategies to evaluate the effectiveness of behaviour & safeguarding.
- Lead the Senior Leadership Team and Middle Leaders in reviewing and assessing current teaching practice and developing a personalised improvement approach with all staff.
- Be responsible for the development and review of all school policies relating to Teaching and Learning.
- Be the professional lead for the Governors' Teaching and Learning Committee.

Senior Leadership Operational Duties:

- To liaise and work with the Headteacher and other members of the Senior Leadership Team on all matters relating to college policy and raising achievement
- To participate in the duty system, including lunchtime duties
- To be 'on call' at specified times of the week as the senior member of staff on duty
- To attend and participate in Senior Leadership Team meetings, leading when appropriate
- To work with the wider Trust schools and outside agencies as appropriate.
- To carry out other duties at the request of the headteacher which are commensurate with a leadership role.
- To Lead and manage the Success Centre.

Leading Pastoral, Attendance and Safeguarding:

- Be the lead professional responsible for Safeguarding, pastoral, inclusion, behaviour and attendance matters across the school setting high expectations for students and staff.
- Build and sustain a culture of high expectations based around consistent and clear routines.
- Lead effective and rigorous tracking, monitoring and evaluation to ensure good behaviour around school and in lessons at all times, responding effectively and within the school's policies and procedures.
- Be the lead professional responsible for managing school complaints, ensuring timely and effective responses in alignment with the school's policies and procedures.
- Be coach and mentor for others with the ability to model and exemplify good practice.
- Lead on the development of policies and practices across the school that promotes inclusion and high achievement through effective behaviour and attendance management.
- Secure and sustain effective teaching and learning throughout the school through structured monitoring, evaluation, and review processes.
- Provide strategic leadership to improve attendance and punctuality and play an active role both supporting leaders who have responsibility for securing high standards in this area, and in enforcing policies on attendance and punctuality two lessons.
- To devise and implement highly effective student voice programmes focused on enhancing the pastoral offer for all students.

- Ensure appropriate support and interventions are put in place, as necessary, to secure high quality provision for our students.
- Strategic leadership of whole school rewards, including the delivery of events that recognise success in all its forms.
- Line management of DDSL, Head of Year, Assistant Headteachers and any other appropriate staff

Developing Self and Working with Others:

- Work with the Headteacher and the Senior Leadership Team to build a professional learning community that empowers others to achieve.
- Be the lead professional responsible for raising the standard of teaching from all teaching staff.
- Be responsible for ensuring appraisal arrangements are effective in securing outstanding academic performance and effectively plan and deliver professional development activities for others.
- Build a collaborative learning culture within the School and Trust and actively engage with other schools to build effective learning communities.
- Committed to your own professional development, regularly review own practice, and set personal targets.

Securing Accountability:

- Work with the Headteacher to ensure the school's accountability to a wide range of groups such as parents and carers, governors, the LA and the DfE.
- Work with the Governing Body to ensure that it meets its' responsibilities and offers the appropriate degree of challenge to the school's leadership and performance.
- Be responsible for the line management of members of the Senior Leadership Team with subject area responsibilities and the academic progress of students.
- Monitor the standards achieved by subject areas and to lead and monitor the production of Subject Area Reports and Subject Area Improvement Plans.

Strengthening Community:

- Engage effectively with our Trust, internal and external school community to deepen a sense of partnership.
- Collaborate with other schools within the Trust and wider organisations to share expertise and bring positive benefits to our school and other schools.
- Collaborate at both strategic and operational levels with parents and carers, fellow professionals and across multiple agencies for the well-being of others.

Resource Management:

- Work with the Headteacher and the SLT to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Work with the Headteacher and the SLT to ensure the school and the staff and resources are organised and managed to provide an efficient, effective, and safe learning environment.

General:

- Support and promote the values and ethos of both the College and Orbis Education Trust.
- Be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the school's systems.
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and to be one of the designated persons for child protection.
- Work in accordance with the Schools Health and Safety Policies and Procedure.
- Undertake such other duties as laid down in the School Teachers Pay and Conditions Document and those delegated by the Headteacher.

General Professional Duties:

The job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document. The post is otherwise subject to the Conditions of Service for School Teachers in England and to locally agreed conditions of employment.

Updating

This job description will be reviewed and updated periodically in order to ensure that it reflects accurately the nature of the role in the context of college and other developments. This process may be initiated by the Headteacher or the postholder.

Person Specification

	COMPETENCIES, KNOWLEDGE, QUALIFICATIONS	Essential	Desirable
QUALIFICATIONS AND CONTINUING PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Qualified Teacher Status and first degree (or equivalent, e.g., Certificate in Education) • Record of Continuing Professional Development relevant to Senior leadership • A good or excellent teacher (Ofsted) • CPD record includes substantial relevant achievement. • NPQSL or working towards • NPQH or working towards 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓
EXPERIENCE	<ul style="list-style-type: none"> • Successful track record of middle or senior leadership in the secondary sector in England in a successful school, preferably in a large school. • Successful track record of middle or senior leadership across the 11-18 age range including Post 16. • Effective management of a high-achieving team. • At least 2 years as the designated safeguarding lead or as a deputy • Innovation and creativity to engage, enthuse and progress learners. • Experience of managing change successfully • A high level of ICT competence • Developing and implementing a vision for improvement and success in current post. • Experience of for resources and budget management • Evidence of successful leadership and management in a challenging/underperforming school as a senior leader and able to demonstrate success in raising standards. • Experience of developing underperforming colleagues. • Experience of introducing and embedding virtual learning systems. • Demonstrable and substantial successful teaching experience across the age range. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓
PERSONAL EFFECTIVENESS	<ul style="list-style-type: none"> • Stable, resilient, supportive, confident, with stamina, energy, drive, and confidence. • Capacity for personal development. • Highest levels of professional and personal integrity. Commitment to working • Flexibly outside of school hours to achieve outstanding outcomes for young people • Consistency of judgement and inner integrity. • Highly organised, literate, and articulate. • A passionate belief in the Trusts and Colleges' aims and values. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	

<p>LEADERSHIP AND MANAGEMENT OF STUDENT ACHIEVEMENT, PROGRESS AND SAFETY</p>	<ul style="list-style-type: none"> • A strong understanding of the characteristics of an outstanding school. • Concerned about individual student needs; regards personal safety and achievement for each individual as the highest priorities. • Ability to inspire high levels of student performance • The ability to analyse issues relating to students' attainment and progress developing effective and creative responses. • Successful track record in managing, monitoring, and evaluating student progress, translating into detailed plans with specific measurable targets. 	<p>✓ ✓ ✓ ✓ ✓</p>	
<p>LEADING AND MANAGING STAFF</p>	<ul style="list-style-type: none"> • Understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability. • Able to inspire and maintain high morale, address problems and resolve conflict in the context of persistently pursuing accountability. • Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets. • Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes. • Positive and approachable with a commitment to equal opportunities and high achievement. 	<p>✓ ✓ ✓ ✓ ✓</p>	
<p>LEADERSHIP AND MANAGEMENT OF CURRICULUM AREA</p>	<ul style="list-style-type: none"> • Knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring, and assessment. • The ability to analyse curriculum issues and develop effective and creative responses. • Knowledge and understanding of current curriculum thinking • Involvement in successful development planning and strong track record of implementing and managing the delivery of sustained improvements. 	<p>✓ ✓ ✓</p>	<p>✓</p>
<p>MANAGING RESOURCES</p>	<ul style="list-style-type: none"> • The ability to analyse issues relating to resources and develop effective and creative responses. • Excellent understanding of the SEN Code of Practice 	<p>✓ ✓</p>	
<p>STAKEHOLDERS AND THE LOCAL COMMUNITY</p>	<ul style="list-style-type: none"> • Effective communication with staff, parents, students, and governors and is sensitive to the college's role within the community. • Ability to establish effective links with the community. • engagement with a wide variety of stakeholders. 	<p>✓ ✓ ✓</p>	