**

Civitas Academy

Recruitment Information Pack

Deputy Headteacher

Recruitment: September 2021

Introduction and Safer Recruitment

Civitas Academy is a brand new school, situated in the centre of Reading. It has classes up to Y5.

Civitas Academy is part of REAch2’s Cluster 9 (Reading), joining Green Park Village Primary Academy (another new academy), The Palmer Academy and Ranikhet Academy.

**We are looking to appoint a Deputy Headteacher from September 2021.**

We are looking to recruit a team of committed and motivated individuals, with values and attitudes, which align with the REAch2 Touchstones.

**Civitas Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974.**

**An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy’s pre-employment checks.**

**Satisfactory written references will be sought post shortlisting and ahead of a selection process.**

About REAch2

**Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust**

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

**Background on REAch2**

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Our Regions and Clusters**

Schools in REAch2 are placed in ten Clusters in two regions. Civitas Academy is in the South region and is in Cluster 9.

**Our cornerstones and touchstones**

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

* **Learning**: children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
* **Leadership**: we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
* **Enjoyment**: children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
* **Inspiration**: inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
* **Inclusion**: we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
* **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
* **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org**

**The application process and timetable**

**Closing date for applications** – Mon 30th November 2020 at noon

**Shortlisting** – Tues 1st December 2020

**Interview date** – Friday 4th December 2020

**The application**

You are invited to submit an application form, which is attached. Please submit to Emma Lelliott, School Business Manager at: **finance@civitasacademy.co.uk**

Civitas Academy and REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the online Equal Opportunities Monitoring form separately with their application.

Prospective candidates are encouraged to contact Sal Ducker, Executive Headteacher, for an informal discussion prior to applying. She can be contacted via the school office (0118 467 6720).

**Application Pack:**

* REAch2 application form - attached
* Job Description - follows
* Person Specification - follows
* Equal Opportunities Monitoring Form –see below

*Please note that CVs will not be accepted*

**We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**This post is subject to an enhanced DBS check and receipt of satisfactory references.**

**Link to online Equalities and Diversity Monitoring Form**

<https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u>

**Job Description**

**Post: Deputy Headteacher**

**Responsible to: The Executive Head Teacher/Head Teacher**

**Salary/Grade: L7 – L11**

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Duties:**

* To provide strong leadership that results in the provision of first-class teaching and learning opportunities for all pupils but with a focus on those with English as an additional language and those who are subject to child protection procedures.
* To work with Inclusion/subject leaders to provide an integrated coherent approach to teaching and learning which ensures that all pupils make sound progress from their starting points.
* Through devolved leadership be accountable for:
  + Admissions, attendance, family liaison, pastoral and welfare issues and the induction of new arrivals.
  + The pastoral support provided for pupils and their families encountering difficult times or in times of crisis.
  + Promoting and maintaining positive behaviour, including the tracking of behaviour incidents and the interventions put into place to reduce the severity and/or number of incidents.
* To provide specialist Pastoral and safeguarding expertise for the Senior Leadership Team and wider staff body which leads to outstanding teaching and learning, outstanding outcomes, and ensures the well-being of all pupils.
* To support Community cohesion within the school.

**Key Responsibilities:**

* To deputise in the absence of the Executive Head Teacher/Head Teacher

**Strategic Management:**

* Develop and implement the school’s strategy for Pastoral Education, so that it integrates with the major objectives of the school development plan and takes the provision forward to meet the targets set.
* In conjunction with the Executive Head Teacher/Head Teacher/SENCo, set strategic targets for teaching and learning and outcomes for pupils with SEN&D, EAL or those who are subject to child protection procedures.
* In conjunction with the Executive Head Teacher/Head Teacher, set strategic targets for attendance for all pupils and specifically those who are deemed vulnerable.
* Develop and implement partnerships to support the inclusion offer, so that all pupils make sound progress from their starting points in terms of their learning, behavior, attendance and personal well-being.
* Ensure all safeguarding procedures meet statutory requirements.
* Relentlessly champion the well-being and personal development of all pupils.
* Develop and implement partnerships to ensure that the above is achieved and that pupils receive the best possible care and support available.

**Subject Management to include:**

* Play a major role in school improvement and the school self-evaluation planning process.
* Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to national standards.
* Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities.
* Work as part of the senior leadership team to monitor and evaluate the quality of teaching and learning taking place throughout the school, via a range of monitoring activities.
* Ensure that operational systems for SEND provision, admissions, attendance, behavior, family liaison and safeguarding are developed, implemented and working effectively.
* Work with the senior leadership team to raise standards through staff performance management.
* Set targets for pupil achievement for children with SEN&D, EAL, LAC and those subject to child protection procedures.
* Monitor and evaluate progress towards targets and intervene swiftly if pupils are at risk of failing to meet targets set.
* Ensuring that there is an effective assessment, recording and reporting system of pupil.
* progress, prepare reports for the SLT and the Governing Body on a half termly basis, and on request when necessary.
* Have an in-depth understanding of access arrangement for children across all year groups and be accountable for correct access arrangements being in place at statutory assessment points.
* Hold an in-depth knowledge of safeguarding procedures and be able to translate policy into practice.
* Fulfil the duties and accountabilities of the Designated Safeguarding Lead, including for looked after children.
* When necessary, design personalised curriculums that meet the aims of the school and the needs of all pupils, ensuring that the resources required to teach are available for staff to utilise.
* Work with Wider Curriculum Lead/subject leads to agree schemes of work, so that the curriculum for subjects are complementary and provide pupils with a broad understanding.
* Ensure that the statutory requirements of the National Curriculum are met.
* Evaluate the design and delivery of the curriculum for pupils with SEN&D and pupils with EAL; continuously striving to improve all aspects.
* Regularly monitor the external and internal learning environment and ensure appropriate ICT initiatives influence and improve learning for pupils and staff.
* Ensure that pupils have equality of opportunity and can work to their optimum.
* Lead by example when implementing and managing change initiatives.

**Financial Management**

* Oversee with SENCo long term and short term budgets for resourcing SEN&D, EAL and LAC appropriately and effectively.
* Monitor actual spend against forecast.
* Ensure that ‘Best Value’ principles are applied to all appropriate purchasing decisions.
* Evaluate use of financial resources to ensure that desired outcomes are met.
* Advise the School Business Manager of potential additional funding and assist with the bidding process.
* Be accountable for the effective use of the SEN delegated and top-up budgets.

**People Management**

* Adopt a strong, caring and flexible leadership style so as to influence and motivate staff and pupils to achieve their objectives and those of the school.
* Create an environment of open-mindedness, fairness and harmony between groups and individuals.
* Working proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
* Advise the Senior Leadership Team about the recruitment and retention of high-calibre staff.
* Implement ‘Best Practice’ performance management processes so as to provide a positive framework for staff development and achievement.
* Evaluate the staff development programme and liaise with the Senior Leadership Team to modify as appropriate.
* In conjunction with all staff, organise activities/processes that encourage team development (including parents and other stakeholders).
* Ensure all staff, including short and long term temporary staff, receive an induction with your area of responsibility and fully understand all relevant policies and their implementation.
* Ensure that effective, caring policies concerning a broad range of pupil and staff welfare matters are implemented.
* Provide overt support to staff to enable them to effectively implement the school policies and specifically inclusion related policies.
* Create an environment where there is visible acknowledgement that everyone’s contribution is valued.

**Developing and maintaining strong community links**

* Develop initiatives to outreach to the community.
* Create and implement ways of actively involving parents in the learning process.
* Instigate, develop and maintain links with local businesses and outside agencies to enhance the learning experience for pupils.
* Network with other schools to share best practice.
* Facilitate a broad range of activities in conjunction with staff, pupils and the wider community to deepen and broaden learners’ experiences.

**General Duties:**

* Provide appropriate, accurate and timely performance and assessment information to enable continuous evaluation of performance.
* Check that information required in-house and via external bodies is produced within the given time scale and is of excellent quality.
* To assist in the recording and monitoring of pupil progress, problems and development needs.
* To be responsible for health and safety of self and others and adhere to the school health and safety policy and procedures.
* Attending training sessions.
* To undertake any other reasonable duties deemed necessary for the smooth running of the school.

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Executive Head Teacher/Head Teacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factors** | **Essential** | **Desirable** | **Measured By** |
| **Qualifications and Skills** |  |  |  |
| Relevant degree | X |  | A |
| Master’s degree |  | X | A |
| Designated Safeguarding Lead Qualification | X |  | A |
| Qualified Teacher Status | X |  | A |
| Designated LAC teacher training |  | X | A |
| Evidence of further effective professional development | X |  | A I |
| **Knowledge** |  |  |  |
| At least four years’ experience of teaching in the primary setting | X |  | A I |
| Outstanding teacher | X |  | R O I |
| Proven track record of raising educational standards | X |  | R |
| Using data to set targets and raise standards | X |  | R I |
| Experience of managing / leading a team | X |  | A R |
| The monitoring and evaluation process | X |  | A R I |
| Assessing pupils with SEN&D and EAL |  | X | A R I |
| Statutory testing and access arrangements | X |  | A O I R |
| Working with Children’s Services | X |  | A I |
| Managing in-house admissions |  | X | A R I |
| Engaging difficult to reach families | X |  | A R |
| Working in a school in challenging circumstances |  | X | A R I |
| Contributing to the SEF and SDP | X |  | A R I |
| Conducting performance management / appraisal |  | X | I |
| Leave in term-time penalty notices |  | X | I |
| Inspection and Ofsted guidance |  | X | A I |
| **Personal Qualities** |  |  |  |
| Flexibility of approach | X |  | R |
| Well organised | X |  | O R I |
| Supportive – able to work as part of a team | X |  | R |
| Able to respond to and seek advice | X |  | R |
| **Interest and motivation in the job** |  |  |  |
| Enthusiasm for children’s learning | X |  | O I R A |
| \*Key: A = application, R = Reference, O = Observation, I = Interview | | | |

**Civitas Academy recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.**

**We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.**