



Email: [head@bolderacademy.co.uk](mailto:head@bolderacademy.co.uk)  
[www.bolderacademy.org](http://www.bolderacademy.org)

December 2017

Dear Candidate,

### **A Bolder Future Awaits – Deputy Headteacher Application Pack**

Thank you for considering Bolder Academy as the next step in your career. I hope this brief letter explains what we are about and why it is an exciting place to choose to work.

The opportunities to be part of initiating and shaping the Academy's history and to create a school that truly stands apart are significant: shaping the curriculum, sparking enthusiasm and excitement for learning, taking on Academy-wide responsibilities.

Bolder Academy is a new, mixed, non-denominational school opening in September 2018. Set up by primary and secondary Headteachers of the London Borough of Hounslow to meet the demand for extra school places, we are already part of the community.

Extraordinary partnerships have been formed with key local businesses such as Sky resulting in a 'bold' education: a traditional, highly academic curriculum combined with brilliant extra-curricular opportunities.

Starting with year 7, we will get to know every Bolder student and their family exceptionally well; strong relationships and great communication is the Bolder way.

Bolder Academy offers our students and our staff to shine brighter, to be bolder.

I look forward to meeting with you,

Heidi Swidenbank

Headteacher



## The Bolder Way and You

Bolder Academy will be an exceptional place to teach and to lead. We know that by joining the team, at this stage, a Bolder future truly awaits you.

### You

Creativity, innovation and imagination are at the heart of everything we do. We know that this can only be achieved if we look after our staff, you.

We will support you to be courageous and try new things, question traditional ways of 'doing school', and encourage you to grab opportunities and take risks. We'll support you every step of the way.

We want all our staff and students to find their voice and express themselves.

### Our commitment to you:

- **Providing flexibility:** You will benefit from an early finish every Friday. You will have 2 days of flexible holidays which can be taken throughout the year. Start avoiding overpriced holidays or flights. Long weekends, here we come!
- **Putting what matters most above all else:** We have the highest expectations of our students and our staff. We recognise that unnecessary burdens, bureaucracy can get in the way and must be removed if we are to achieve great things. Say goodbye to meetings: 'agenda item 1: meeting for the sake of meeting.' Say hello to assessment systems which are workable, efficient and, above all, designed to have the most impact on students and support staff well-being.
- **Integrity, care and support:** We are starting this adventure together (a small cohort of students and their parents plus, a small but, perfectly formed group of staff) there is a warmth, a friendliness. We recognise and praise when things go well, support when things don't quite work out.
- **Time:** With a longer day for students (Monday to Thursday) there will be no expectation on you working in the evening. You will be given the time to do your day job in the day.
- **Pay:** Bolder's pay scales benefit from the Outer London uplift.
- **Career Progression:** We are ambitious not only for our students but for our staff. Joining the Academy in its early stages, will provide you with all the experience and skills for you to make your next move into headship. You will make an impact, you will make a difference, you will contribute to the creation of Bolder Academy.
- **Professional development, coaching and mentoring:** Bolder's professional development budget and the opportunities on offer are substantial. Each member of our staff can choose to be coached and mentored, allowing you to develop skills, career goals in areas of most interest to you.



- **Working environment:** Our state of the art building, due to open in 2020, provides the perfect environment for all to learn, teach and succeed.
- **An easy commute:** In our first two years our Academy is located at 390 London Road, Isleworth, Middlesex, TW7 5AJ. It highly accessible - a 2 minutes' walk from Isleworth Station (35 mins from central London.). From 2020, the new building is a 10-minute walk from Syon Lane station, the stop before Isleworth.

### The Bolder Application

*"We need a different kind of education, one that combines deep thinking (head); growth, character and dialogue (heart); and an ability to solve problems, generate ideas and engage in the world (hand). School should be, above all else, a place of learning in all its expansive complexity: learning how to think, learning how to live, learning how to create." Peter Hyman, School 21*

Creating a different kind of education, a bold future, for our staff and students, requires a certain type of leader, a certain type of teacher. Undeterred by the teacher recruitment crisis, we know what we are looking for.

Our vision is one of excellence and ambition which is built on a bedrock of strong moral purpose. We are dedicated to creating optimism, openness, brilliance.

As a member of staff, you will play an integral part in developing the Academy's culture from its inception. You, as a founding member of staff, will be responsible for promoting our vision, developing and embedding our values, turning the words on our page into reality.

Details of the job description and the job specification are attached. It is important that you address the points in the job specification in your application.

Further information about the Academy can be found on our website [www.bolderacademy.org](http://www.bolderacademy.org)

To apply, please click on the 'Apply' button on our TES listing to fill out an online application form. Alternatively, please email Heidi Swidenbank on [head@bolderacademy.co.uk](mailto:head@bolderacademy.co.uk) to obtain an application form or if you have any questions.

### Timeframe for Recruitment

Advertisement opening date	Monday 11 <sup>th</sup> December 2017
Closing date for applications	Monday 15 <sup>th</sup> January 2018, 9am
Request for references	Anytime from Tuesday 16 <sup>th</sup> January 2018 onwards
Shortlisting	Tuesday 16 <sup>th</sup> January 2018
Interviews	Wednesday 24 <sup>th</sup> January 2018 and Thursday 25 <sup>th</sup> January 2018

### Person Specification: Deputy Headteacher

		Essential	Desirable	Evidence
<b>Qualifications and Experience</b>				
1	Degree.	Y		A
2	Qualified to teach in the UK.	Y		A
3	Qualified to work in the UK.	Y		A
4	Have achieved or be working towards appropriate higher-level CPD or NPQH		Y	I
5	Recent and substantial experience as an Assistant Head, Expert Teacher or Deputy Head.		Y	A
6	Proven experience of having led, or significantly contributed to the success of a school, through strong and impactful leadership.	Y		A, I, R
7	Experience of working with parents, outside agencies and other partners in order to raise achievement and enrich students' lives.	Y		I
8	Experience of having improved the quality of teaching and learning and / or behaviour and attendance for students at a whole school level.	Y		A, I, R
9	Experience of monitoring individual and cohorts of students which has led to increases in levels of progress.	Y		A, I, R
<b>Vision and Strategy</b>				
10	Vision aligned with Bolder's ambitions to be an outstanding school which has high aspirations and high expectations of self and others.	Y		A, I, R
11	Understanding of what outstanding learning and teaching practice looks like, how to diagnose and implement effective strategies to raise learning standards.	Y		A, I, R
<b>Behaviours, Skills and Abilities</b>				
12	Able to work in close harmony with the Headteacher and Governors.	Y		I
13	Effective leadership and management style that encourages participation, innovation and confidence.	Y		I, R
14	Personal impact and presence: wanting to be part of something new.	Y		I
15	Willingness to 'roll sleeves up' and 'get stuck in'.	Y		I, R
16	Ability to lead, coach and motivate staff within the appraisal framework.	Y		A, R
17	Ability to develop the leadership skills of others.	Y		A, I
18	Strong interpersonal, written and oral communication skills.	Y		I, R
19	The ability to take personal responsibility, a readiness to reflect and the ability to change, take risks, and work with a 'can do' attitude.	Y		A, I, R
20	Resilience and motivation to lead the Academy in the absence of the Headteacher.	Y		A, I, R
21	Ability to work under pressure.	Y		A, I, R
22	Strong time management and organisational skills.	Y		A, I, R
23	High levels of integrity and honesty.	Y		A, I, R
24	Able to lead external relationships and can skilfully manage and maintain effective working relationships with parents and other stakeholders.	Y		I
25	Speaks English fluently.	Y		I
<b>Others</b>				
26	An ability or willingness to teach a second subject.	Y		I
27	This post is subject to an enhanced DBS.	Y		A, I, R
28	The post holder must be committed to safeguarding the welfare of children.	Y		A, I, R



### Job Description: Deputy Headteacher

<b>Grade / Salary Band:</b>	Leadership Scale
<b>Line manager:</b>	Headteacher
<b>Posts directly supervised:</b>	Associate Senior Leaders Teaching and Support Staff as required
<b>Main Purpose of Role:</b>	
<ul style="list-style-type: none"> <li>• Under the overall direction of the headteacher, contribute to the effective strategic leadership of the Academy.</li> <li>• Lead the ongoing development and implementation of strategies to deliver high quality learning and sustained high achievement and progress.</li> <li>• Play an active role in developing, sustaining and modelling the skills, attributes and behaviours of a high-performing leadership team.</li> <li>• Lead and manage the Academy effectively in the absence of the headteacher.</li> </ul>	
<b>Main Accountabilities:</b>	
<ul style="list-style-type: none"> <li>• Securing excellent outcomes for all students in terms of academic achievement, progress and enrichment.</li> <li>• Securing excellent provision for all student safety and well-being including behaviour and ethos.</li> <li>• Providing outstanding leadership and management to and of staff.</li> <li>• Ensuring highly effective communication to all stakeholders (staff, students, parents, governors and local community groups.)</li> </ul>	
<b>Core Accountabilities:</b>	
<b>1. Leadership and Management Accountabilities:</b>	
<p>1.1 Proactive promotion and maintenance, in conjunction with the Headteacher, of a shared school ethos of high expectations by:</p> <ul style="list-style-type: none"> <li>• Modelling high professional standards for the whole community.</li> <li>• Ensuring that good order and discipline are maintained at all times and promote amongst staff and students an understanding and appreciation of the Academy's behaviour policy.</li> <li>• Ensuring, in conjunction with colleagues, that the Academy's equal opportunities policies meet all statutory requirements, are effectively implemented and regularly reviewed.</li> <li>• Delivering Academy-wide assemblies as required.</li> <li>• Ensuring the effective performance of supervisory duties in accordance with published duty rotas.</li> <li>• Attending Academy events (including events in the evening) as appropriate to develop and promote the Academy's aims and ethos.</li> <li>• To be a founding member of Bolder Academy and doing whatever it takes to set up and establish the Academy.</li> </ul> <p>1.2 Leadership of ongoing strategic development in the relevant Academy-wide areas of responsibility by:</p> <ul style="list-style-type: none"> <li>• Contributing to the creation of the Academy development and action plans and be responsible for specific aspects of their implementation.</li> <li>• Assisting the headteacher and governors in the appointment and deployment of staff.</li> <li>• Leading and contributing to Academy professional development where appropriate.</li> </ul>	

1.3 Line management of designated senior and middle leaders and other staff as appropriate by:

- Providing regular support and supervision of designated staff and undertake their appraisal, making recommendations to the Headteacher on pay progression where applicable in accordance with the Teacher Appraisal policy.
- Providing induction and contributing to the professional development of designated staff as appropriate.
- Line managing the middle leaders, ensuring that they are deployed to maximise their impact on improving learning and teaching and student outcomes.

1.4 Development and maintenance of effective relationships with individuals and organisations including parents, the Governing Body, and the wider community to further the achievement of the Academy's aims by:

- Attending relevant partnership or Governing Board meetings and events as required.
- Developing links with parents, outside agencies and organisations as required.

## **2. Accountabilities Teaching and Learning and Behaviour:**

2.1 Strategic leadership of the Academy's work to secure excellent learning and teaching which leads to sustained high outcomes and progress by:

- Monitoring the quality of learning, teaching and behaviour through regular and systematic review.
- Monitoring and improving the work of designated curriculum areas and pastoral teams to ensure that high quality learning leads to sustained high achievement and excellent student attendance is promoted.
- Monitoring and evaluating the learning, progress and behaviour of students in designated curriculum and pastoral areas.
- Teaching a range of classes in accordance with the contact ratio for the post and model good practice in learning and teaching.

2.2 Strategic leadership of curriculum development within all Key Stages by keeping abreast and leading on statutory requirements for the curriculum to ensure that necessary changes are planned for in order to ensure their timely and high-quality delivery.

2.3 Analysis of student progress data to ensure the continuous improvement by:

- Ensuring that challenging, aspirational targets are set for individual students in accordance with the annual assessment calendar.
- Leading the delivery of the progress review and intervention cycles to ensure that tracking data is used to drive up student achievement.
- Leading the preparation of the Academy's statutory targets for approval by the Governing Board.

## **3. Administration, Accommodation, Finance and Resources:**

3.1 Shared responsibility for the efficient running of the Academy through effective administration and communication at all levels by:

- Being responsible for an equitable share of administrative and organisational tasks.
- Holding regular but focussed and appropriate meetings with key staff to ensure that information is communicated clearly and promptly and that administrative procedures are supported.
- Performing other duties commensurate with the status of the post as may from time to time be determined by the headteacher.

3.2 Shared responsibility with the headteacher, business manager and governors, for establishing budget priorities and evaluating the effectiveness of spending in line with the principles of best value by:

- Managing allocated budgets and monitor expenditure.



- Overseeing the management and monitoring of delegated budgets in the areas line managed.

3.3 Responsibility for ensuring that facilities and resources are used efficiently by:

- Overseeing the use and maintenance of facilities and resources in the areas line managed.
- Supporting the HR functions of the Academy by leading on absence management meetings in the areas line managed.

**Safeguarding Children, Safer Recruitment and Health and Safety**

The Academy is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. All staff will:

- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- Ensure that all staff and volunteers are able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in timely manner in accordance with agreed whistle-blowing practices.
- Uphold the Academy’s policy in respect of child protection and safeguarding matters.
- Have commitment to the Academy’s equality policies.
- Ensure any extra-curricular activities will be free from partisan, political and religious view. Where political issues are discussed, a balanced view is always presented.
- The law requires employees to:
  - Take reasonable care of their own health and safety and that of others who may be affected by what they do at work.
  - Co-operate with their employers on health and safety matters.
  - Do their work in accordance with training and instructions.
  - Inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

In addition, teachers and other staff in schools have a common law duty to act as any prudent parent would do when in charge of students.

*Specific areas of responsibility allocated to the Deputy Headteacher will be rotated from time to time to provide ongoing professional development and in the light of the changing needs of the Academy. Any major change in the manner and scope of responsibilities mentioned above will be agreed in negotiation between the holder and the Headteacher.*

**I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.**

<b>Name:</b>	<b>Signature:</b>
<b>Date:</b>	