



Park Hall Academy

Part of the Arden Multi Academy Trust



Head of Upper School Applicant Information Pack



Ofsted
Good
Provider



Head of Upper School

Permanent, Full time

1st September 2021

Hello

Thank you for your enquiry. Please find enclosed information about the advertised post. We are looking to appoint a dynamic middle leader to join our pastoral team, to relentlessly drive the highest standards for our students within Upper School, by ensuring that they are engaged in their learning, both in school and at home. Barriers to student achievement will be identified and addressed, which allows all students to achieve the highest pastoral and academic outcomes.

You should have a proven track record in building and sustaining positive relationships with young people and staff and in improving the life chances of these young people through effective classroom delivery.

The successful candidate will be supported with their own professional development and training in order to continually increase their capacity. This is an excellent opportunity for demonstrating whole school impact as part of your professional development.

The postholder will have excellent interpersonal and organisational skills and be committed to working in partnership with other departments, staff and organisations.

If you share our vision and believe that you can rise to the challenge of leading sustained improvement and excellence in a school where high expectations underpin all that we do, we would be delighted to receive your application.

We hope that you find the following information helpful and would appreciate you submitting your application electronically to:

Mrs Jayne Darnley, PA to Associate Headteacher

recruitment@parkhall.org

If this is not possible, paper applications should (as should all electronic applications) be received by first post (10.00am) on:

Monday 19th April 2021

Letters of application should be addressed to Dr T Close, Associate Headteacher.



Our School

Park Hall is a very special place with an engaging and exciting student life.

Park Hall has three main drivers; rapid progress in learning, care and personal development. We support our students as individuals and we have the highest expectations and ambitions for each student in our care. This ambition is achieved through the delivery of powerful quality learning experiences, underpinned by excellent relationships and based on the requirement and achievement of excellent student behaviour at all times.

Social and Emotional education are laced through all that we do and support the academic and personal development of our students. Our students' progress is continually supported by the principle of rewarding hard work and ensuring fairness and equal opportunities for all.

Any visitor to Park Hall will notice a positive buzz around the school which extends from our intake cases through the middle years and up into our popular and highly successful sixth form. The secret to the ultimate successful education for our students is the proactive approach the school takes with the family. We actively encourage parents to share in their student's learning journey through their exercise books and discussing learning at home.

Park Hall has an excellent pastoral system and each student has their own non-teaching Head of Year. They are dedicated to ensure every student is safe and has an enjoyable learning experience with us.

Park Hall and its students embrace the challenges of the future with optimism. Ours is a caring and compassionate school.



Our Senior Leadership Team



Mr M Murphy

Chief Executive Officer of Arden Multi Academy Trust

Mr D K Burgess

Executive Headteacher of Arden Multi Academy Trust

Dr T Close

Associate Headteacher of Park Hall Academy

Mr S Gregory

Deputy Headteacher: Behaviour, Safety and Inclusion
Designated Safeguarding Lead

Mr N Halligan

Deputy Headteacher: Curriculum
AMAT Development

Vacancy

Deputy Headteacher: Standards and Student Outcomes

Mr I Cornell

Senior Assistant Headteacher: Head of Sixth Form

Mr J Rowland

Assistant Headteacher: Teaching & Learning

Mr J Jones

Assistant Headteacher: Special Educational Needs Co-Ordinator

Miss C Bartlett

Director of Social Sciences and Community

Mrs R Churchill

Director of Quality Assurance and Head of PE

Mr D Cox

Lead Head of Year



The Arden Multi Academy Trust

It started with our belief in high quality and dynamic education for everyone, right in the heart of our community. That desire has grown into Arden Multi-Academy Trust (AMAT).

The Trust was formed in April 2015 with a clear vision to generate self-belief, self-worth, esteem and confidence in young people who can then display ambition and aspiration in achieving high educational outcomes.

Arden Multi Academy Trust started life when Arden, an outstandingly successful and innovative school who was asked to support Park Hall Academy in the north of Solihull in 2009. This was a 'light touch' relationship and, following the academy moving into special measures in November 2013, Arden took over the governance, leadership and management of Park Hall. This new relationship saw the creation of Arden Multi-Academy Trust (AMAT). Joint working in a spirit of enthusiastic partnership has seen Park Hall develop into an Academy which is now the first choice North Solihull oversubscribed secondary school. Park Hall moved out of 'Special Measures' in September 2015 and was classified in November 2017 as good by Ofsted. In January 2018 Lode Heath School, a popular secondary school in Solihull, also became part of the Trust, with Henley-in-Arden School joining in 2019.

All schools within the Trust benefit from the Arden Teaching Alliance which currently consists of five Primary and five Secondary partner schools. This ensures that we help recruit, retain and develop our workforce across both teaching and support staff. The Trust also works closely with the Solihull Academy APU Free School which adds a further dimension to our provision.

As a Trust we truly value the success of every student and we place the sharing of excellent education practice at the core of this value. We are committed to improving the quality of education and life in Solihull and its immediate surroundings. The Trust operates from its hub in Knowle, South Solihull.

As a Trust we are committed to maintaining our core principles and focus as we grow; working with schools where we believe we can help and who, in turn, can enrich and provide real benefit for the existing Arden Multi Academy Trust family.

Our academies have common values and core operational systems, which are applied locally, adapted to individual context and needs. By this simple expedient each academy retains its own local governing body, identity and individuality. The young adults who leave our care are prepared for the next stage of their education and are ready and confident to move forward in life.

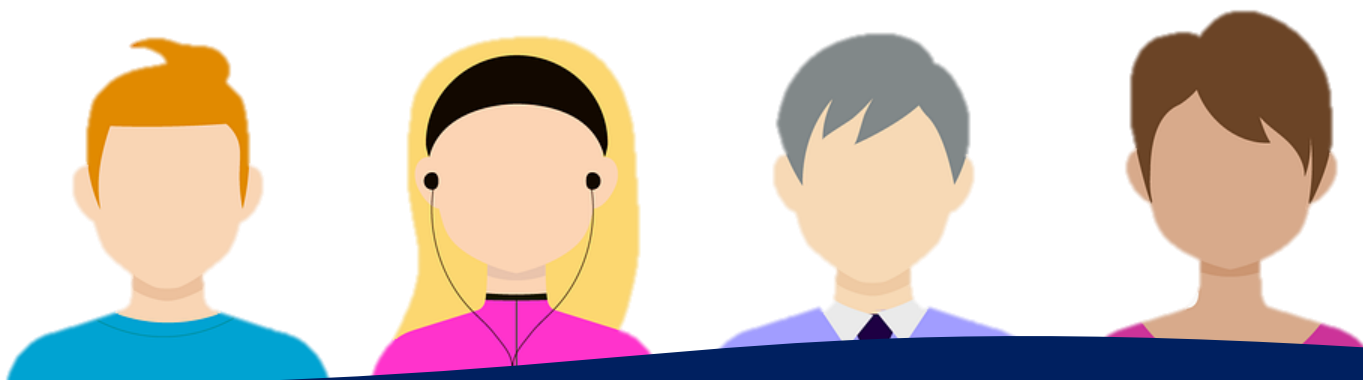


Looking After Our Staff

We feel it is vital that every member of staff feels valued and supported throughout the school year, from their first day in September right through to the last day of the summer term. We want our staff to feel enabled and motivated to provide high-quality teaching every day for our students. We want our staff to feel assured that they will be supported in times of difficulty, especially from school leaders and governors.

We have 6 core principles, that drive our assessment of decisions relating to the wellbeing of our staff:

- a culture of positivity that all stakeholders contribute to equally
- an environment to energise all members of staff
- leaders who aim to be highly effective, proactive and non-judgemental
- excellent working relationships
- career satisfaction
- healthy lifestyle



What Do We Already Do For Our Staff?

- Our staff have more than 10% PPA time (currently 14% PPA) which is greater than other local schools.
- Our staff do not have to do duties before and after school.
- Our staff have protected planning, preparation and assessment time (PPA), as they are not expected to cover for absent colleagues, we have employed cover supervisors to support us with this.
- Our staff are not expected to respond to emails on Saturdays and Sundays.
- As a school team, we try to give as much notice as possible to any changes to the timetable and the school diary.
- As a senior team and governors, we consider the number of late nights at school for parent meetings, school plays and governor meetings and when they fall. We react on the feedback from staff if they feel we have not achieved the right balance.
- Our staff speak positively to each other. If there is to be any criticism, it is valid, polite, and non-judgemental.
- Our staff have free tea, coffee, milk and sugar in the staff room.
- Our staff typically arrange Christmas and Summer celebrations.
- As a senior team, we have strived to make reporting made simpler and regularly review arrangements.
- After putting pupil data into SIMS, it is placed into SISRA for easy analysis.
- As a senior team and governors, we have heavily invested in a non-teaching pastoral team to ensure that teachers are fully focused on improving pupil's rates of progress.
- Our staff have free use of the fitness suite.
- Our staff have access to yearly flu jabs, to support their health during the winter months.
- As a team, we support our colleagues in those initial tricky meetings with parents or challenging students.
- Our senior team pride themselves on being "visible" throughout the day. They support their team.
- Our staff have organised a range of staff sports, which many participate in.
- As a senior team, we have developed a centralised detention system, which supports our staff to implement the highest standards in behaviour. We have reduced the administration around this too, by collecting the detention slips and processing them centrally.
- As a senior team and governors, we have developed the use of a behaviour for learning room and "buddy rooms" to support all staff with expecting the best behaviour for our pupils.
- As a senior team and governors, we have disaggregated inset days, which maximises our time for school priorities throughout the year.
- As a senior team and governors, we hold weekly subject solutions, that supports our middle leaders in maximising pupil outcomes.
- As a senior team and governors, we have introduced late to lesson bells, to support our staff in implementing our behaviour policy

Our Curriculum Principles

Our aim is to encourage students to achieve the highest standards of which they are capable. We make every effort to ensure that work is stimulating, enjoyable and matched to their individual needs, so that all students fully engage in the learning process.

We have designed our curriculum to embrace the following five curriculum principles to ensure that pupils:

Become Subject Experts

Through the development of knowledge and skills, allowing them to develop subject mastery, through a spiral learning curriculum, leading to strong grades.

Maintain and build a “Love for Learning”

Through the delivery of the very best planned and delivered lessons, which are designed to help pupils of all abilities, make the journey primary school into early adulthood.

Have an enriched “Park Hall” experience

Through the delivery of subject linked enrichment, which build resilience and respect, developing pupil’s understanding of British Values.



Become a broad and balanced citizen

Through the delivery of a broad and balanced curriculum, equipping pupils to become a broad and balanced citizen, who contributes to society in a positive way.

Be prepared for their future

Through developing employability and life skills, that allow students to maximise their potential, and prepare them for the next stage of their education, career and for their future life.

Our Curriculum

The curriculum at Park Hall Academy aims to provide all students with a rich and broad curriculum that engages them and prepares them for their life and employment. It has been planned carefully with due regard to the context of the Academy as well as national legal requirements and financial probity.

At Park Hall Academy, we pride ourselves on the breadth and choice in our curriculum. We believe that, as our students move through the school, they need to study courses that stimulate their interest, support their future aspirations and give them strong foundations for their future education and career choices. This commitment to a wide range of courses, coupled with high quality teaching and learning within each course, supports student achievement and thus the best possible results.

We are delighted that this commitment to matching flexible curriculum courses to student need has been recognised by Ofsted. We also strive to ensure that each student can maximise their Progress 8 score by undertaking a broad and balanced curriculum.

Subjects	Park Hall Academy 2019-2020						
	Key Stage 3			Key Stage 4		Key Stage 5	
	7	8	9	10	11	12	13
Art and design	✓	✓	✓	Optional	Optional	Optional	Optional
Design and technology	✓	✓	✓	Optional	Optional	Optional	Optional
English	✓	✓	✓	✓	✓	Optional	Optional
Enterprise (ICT, Business and Computer Science)	✓	✓	✓	Optional	Optional	Optional	Optional
Food Technology	✓	✓	✓	Optional	Optional	Optional	Optional
Geography	✓	✓	✓	Optional	Optional	Optional	Optional
History	✓	✓	✓	Optional	Optional	Optional	Optional
Languages	✓	✓	✓	Optional	Optional	Optional	Optional
Maths	✓	✓	✓	✓	✓	Optional	Optional
Media Studies	-	-	-	Optional	Optional	Optional	Optional
Performing Arts (Dance, Drama and Music)	✓	✓	✓	Optional	Optional	Optional	Optional
Physical education	✓	✓	✓	✓	✓	Optional	Optional
RE	✓	✓	✓	✓	✓	Optional	Optional
Science	✓	✓	✓	✓	✓	Optional	Optional
Social Education (Citizenship and PSHE)	✓	✓	✓	✓	✓	✓	✓
Social Sciences	-	-	-	Optional	Optional	Optional	Optional

Our Curriculum Outcomes

Our pupils achieved very well in 2019, achieving progress that is “above average” considering their individual starting points. We are committed to doing the very best for our pupils, which resulted in us having one of the lowest rates of exclusions in Solihull Local Authority 2018-2019.

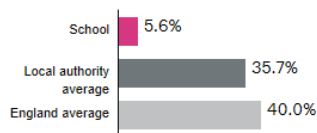
Here is a summary of our provisional 2019 curriculum outcomes from the Department for Education.

Progress 8 score [?](#)

Above average **0.23**

[More score details](#) [?](#)

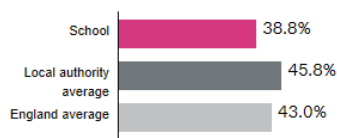
Entering EBacc [?](#)



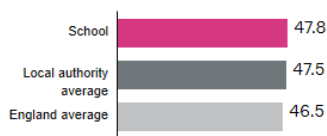
Staying in education or entering employment [?](#)



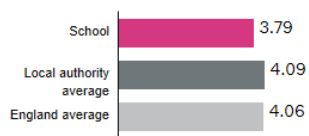
Grade 5 or above in English & maths GCSEs [?](#)



Attainment 8 score [?](#)



EBacc average point score [?](#)



Percentage achieving grade 4 or above in English and maths

This tells you the percentage of pupils who achieved grade 4 or above in the [reformed English and maths GCSEs](#). Reformed GCSEs are graded 1 (low) to 9 (high). Grade 4 in the new grading is a similar level of achievement to a low grade C in the old grading.

	2017	2018	2019
School	57%	61%	62%
Local authority state-funded schools	66%	68%	69%
England state-funded schools	64%	64%	65%

Job Description

Job Title	Head of Upper School
Reporting Arrangements	Report to the Deputy Headteacher, Mr S Gregory

Job Purpose

To relentlessly drive the highest standards for our students within Upper School, by ensuring that they are engaged in their learning, both in school and at home. Barriers to student achievement will be identified and addressed, which allows all students to achieve the highest pastoral and academic outcomes.

Areas of Responsibility

Responsibilities: Role Specific – Upper School

- Play a full role in the strategic and operational leadership of Upper School.
- To provide professional leadership of pastoral and tutor staff in the Upper School, including the line management of the non-teaching Heads of Year.
- Establish yourself as a figurehead for both students and parents and be a high-profile presence in the Upper School.
- Establish and maintain the efficient day to day running of Upper School.
- Develop and lead Learning Pride in Upper School.
- To evaluate and monitor Learning Pride, ensuring action plans and reports are produced, shared and actioned.
- Analyse attainment data and action planning required follow up, to ensure all students make strong levels of progress. This includes students who are disadvantaged, looked after, or have a special educational need.
- Work with outside agencies and partners (Malachi, Dare to Dream, etc) to challenge students to the highest level of engagement and attendance. To liaise with external agencies to help remove barriers for students with higher needs and push progress.
- Work with the careers adviser, ensure high quality CEIAG guidance for all in Upper School.
- Lead on intervention in Upper School; monitoring, report and implementing programmes as required. For interventions, produce reports on progress and impact.
- To prepare students for Key Stage 5 and Post-16.

Job Description

Quality Assurance

- Implementing quality assurance procedures within the tutor groups, including the observation of form periods and one to-one tutorials and intervention.
- Contributing to the setting, monitoring, achievement and reviewing of pastoral targets.
- To help to implement Arden Multi Academy Trust quality procedures and to adhere to these.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Arden Multi Academy Trust.
- To follow agreed policies for communications in the academy.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings and liaison events with partner academies.
- To contribute to the development of effective subject links with external agencies

Teaching

- To promote and meet the requirements of the Teachers' Standards, including:
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students.

Job Description

- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures, and to encourage good practice about punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties

- To play a full part in the life of the Arden Multi Academy Trust community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the Arden Multi Academy Trust in meeting its legal requirements for worship.
- To promote actively the Arden Multi Academy Trust's corporate policies.
- To continue personal professional development as agreed.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Additional Notes

All full job description, including main duties as a teacher, will be available. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

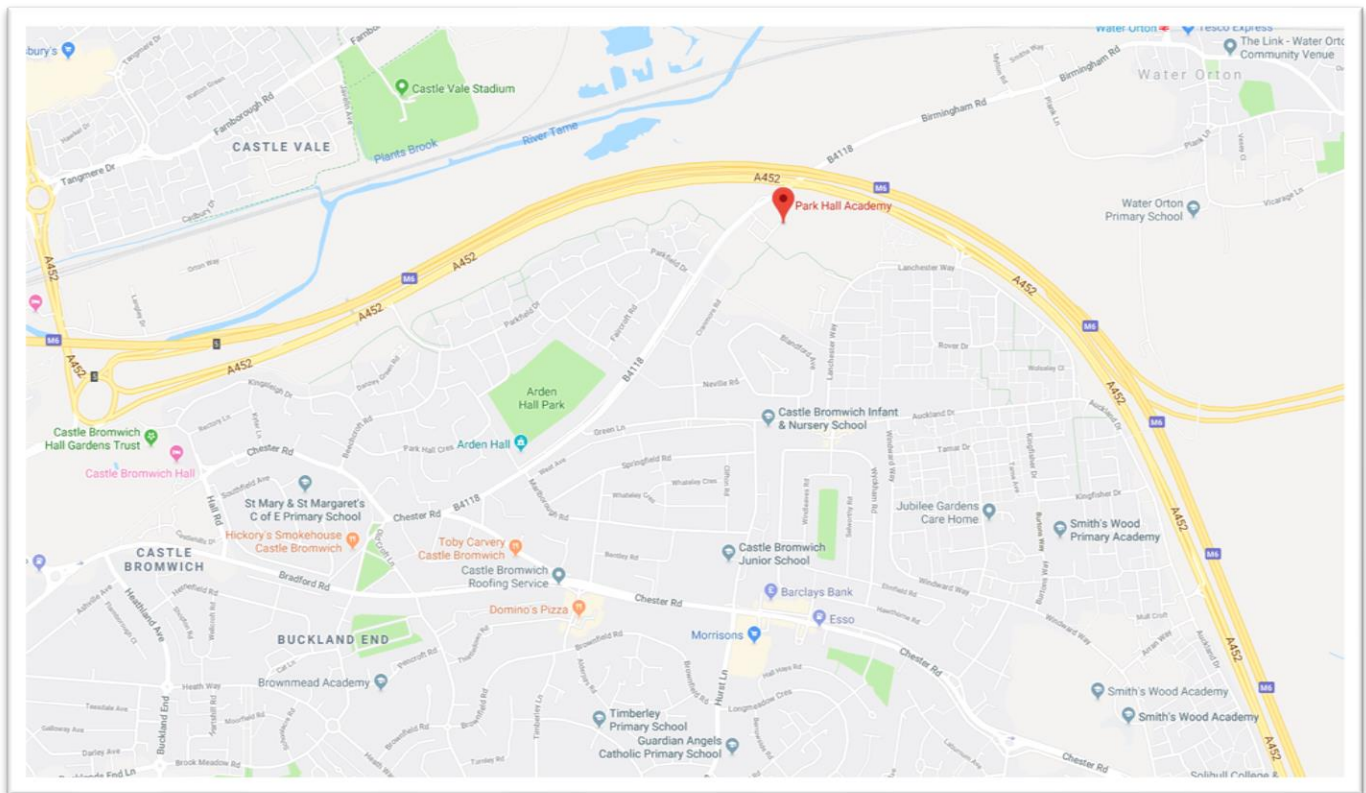
The Arden Multi Academy Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Criteria	Essential	Desirable
Qualifications	An honours degree (or equivalent) in a subject or discipline relevant to the post.	✓	
	Qualified Teacher Status. (QTS)	✓	
	Evidence of further professional studies/research.		✓
Experience	Proven success in delivering KS3 and KS4 curriculum.	✓	
	Proven success in delivering KS5 curriculum.		✓
	An excellent track record in improving educational outcomes for students.	✓	
	Successful experience of leading an initiative either in a department or across a school.		✓
	Successful experience of working in partnership with other stakeholders.		✓
Knowledge	Strong understanding of the content related to the key stage 4 curriculum.	✓	
	Strong understanding of statutory educational frameworks, including Safeguarding and the SEN Code of Practice.	✓	
	A proven knowledge of the changing national education agenda.		✓
Leadership & Management	Strong, effective classroom management skills.	✓	
	Ability to support all policies throughout the area, to impact beneficially on staff and students.	✓	
	Ability to meet deadlines effectively.	✓	
	A willingness to develop and support new initiatives.	✓	
	Ability to inspire and motivate staff and students and retain the trust of parents.	✓	
	Ability to drive change.	✓	
Analytical Skills	Ability to use data and strategic information to raise student achievement.	✓	
	Ability to assimilate large amounts of information in order to make effective decisions in the best interests of students and staff.	✓	
Personal Qualities	Excellent communication skills, both oral and written.	✓	
	Outstanding emotional intelligence.	✓	
	Ability to learn from students, parents, governors and other partners.	✓	
	Readiness to show sensitivity and flexibility to suit the circumstances.	✓	
	Resilience and stamina when faced with complex and demanding situations.	✓	
	Have a clear view of appropriate personal work/life balance.	✓	
	To be flexible to meet the needs of the school.	✓	
	Excellent interpersonal skills, a sense of humour and display a “can do” positive attitude.	✓	
	Willingness to do extra-curricular activities.		✓

Where Can You Find Us?



Directions from the M6 north bound:

At junction 5 on the M6, take the A452 exit to Birmingham (E)/Sutton Coldfield. At the roundabout, take the 1st exit onto A452. Turn right onto Parkfield Drive. Turn left onto Water Orton Rd/B4118. Turn right. Park Hall Academy will be on the right, with blue gates.



Details for your sat nav:

Park Hall Academy,
Water Orton Road,
Birmingham,
B36 9HF