



Park Hall Academy

Part of the Arden Multi Academy Trust



Deputy Headteacher Applicant Information Pack



Ofsted
Good
Provider



Deputy Headteacher –
Standards and Student Outcomes
(Quality Assurance, Assessment and Student Outcomes)

Permanent, Full time

1st September 2021

Hello

We are seeking to appoint an inspirational and highly skilled leader to our dynamic senior leadership team. The successful candidate will have a proven record of strategic leadership with demonstrable impact in a senior post, alongside the ability to implement and embed best practice and professional standards in all aspects of the role. They will also be an outstanding practitioner who has a passion for high quality educational provision and the tenacity and integrity to lead and inspire staff to achieve the best for all our students. They will do this with relentless drive.

If appointed, you will be joining a strong and dedicated senior team, working with talented teachers and support staff, who are fully committed to delivering the best outcomes for our students. We aim to both challenge and support our students to push the boundaries of their achievements, to contribute to the wider life of the school and its community and to be role models in all that they do.

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.

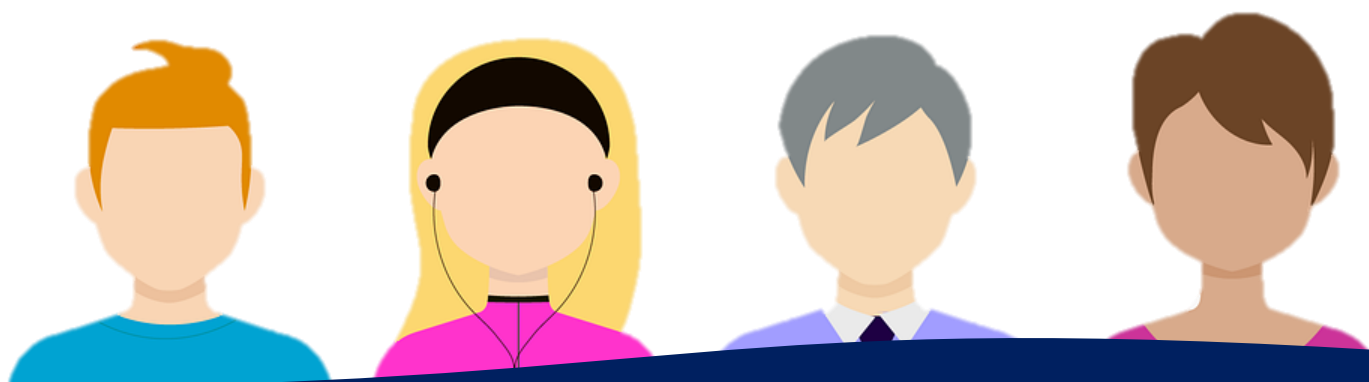


Looking After Our Staff

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.

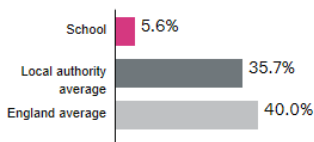
Here is a summary of our provisional 2019 curriculum outcomes from the Department for Education.

Progress 8 score [?](#)



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

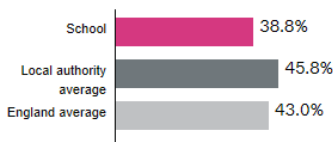
Entering EBacc [?](#)



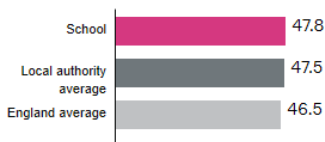
Staying in education or entering employment [?](#)



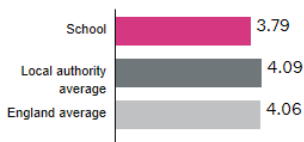
Grade 5 or above in English & maths GCSEs [?](#)



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	Deputy Headteacher (Standards and Student Outcomes)
Reporting Arrangements	Report to the Associate Headteacher, Dr T Close.

Job Purpose
<ul style="list-style-type: none">The post-holder will be a key member of the Senior Team and lead on the strategic delivery of all matters relating to assessment, student outcomes and the quality assurance of our provision. With relentless drive, you will demand the highest standards of student learning, working hard to reach to achieve high outcomes for all students. You will empower Middle Leaders to drive high levels of academic excellence in their departments and ensure that feedback to students has high impact.

Areas of Leadership

Purpose

- To be a leading and effective member of the Academy’s Leadership Team and to drive its shared responsibilities.
- The teaching of students and the associated line management of staff in respect of those students in accordance with the aims and objectives of the Academy.
- Promote the academic ethos to enhance the learning experience of its students.
- Deputise for Associate Headteacher as and when necessary.
- Any additional duties as may be required by the Associate Headteacher or the Executive Headteacher.

Responsibilities: Role Specific

- Further develop and enhance assessment across the school – ensuring compliance and impact.
- Ensuring whole school reporting and assessment is effective and informs further progress.
- Promote and ensure meaningful use of assessment by departments.
- Line management of core department areas (English, Maths and Science).
- Monitoring and evaluation of the impact of marking and feedback from teachers to students, ensuring impact and improvements to ensure that it is meaningful to parents, students and staff.
- Responsibility for quality assurance, producing reports to the Associate Headteacher, Executive Headteacher and Governing body.
- Raising attainment and progress of vulnerable groups.
- Parental engagement is good, but could be even better. To encourage academic achievement with parents by organise support events and home visits so they understand how they can support their child.
- Encourage out of hours learning by identifying needs for academic classes to be held at the end of school day, and ensuring students attend. To ensure this has impact.
- To lead the school’s readiness and preparation for external inspection.
- Other responsibilities to reflects the needs of the academy and skills of the successful applicant.***

Job Description

Responsibilities: Senior Leadership Role

- Further develop and foster an environment of reflective practice and CPD, leading by example in all aspects of personal and professional development.
- Enhance and maintain a culture of high expectations both personally and with others.
- Lead by example both as a teacher and as a senior leader, achieving high levels of student attainment and progress, behaviour and motivation through effective teaching and line management. This will include the exemplary modelling of high standards in student books.
- Relentlessly challenge underperformance at all levels and ensure corrective action in line with Academy policy.
- Support and develop Academy policies and practices to ensure consistent application.
- Have a teaching commitment in line with the role of Deputy (and love it!).
- To support the department in which you teach by attending meetings and supporting the wider work of the department as appropriate.
- Plan chair and organise meetings as appropriate, leading meetings which inspire and motivate others.
- Sustain powerful and effective, positive relationships with staff, students, parents/carers Governors and the local community.
- Liaise effectively with all stakeholders including parents/carers, feeder schools, local secondary schools, local businesses and community partners, in line with the strategic objectives of the Academy.
- Maintain and promote clear expectations and high standards of professionalism.
- Attend Academy events and activities as directed by the Associate Headteacher/ Executive Headteacher.
- Advise/inform the SLT on any local/national developments specific to the posts areas of responsibility.

Responsibilities: Joint SLT

- Whole Academy teaching & learning and positive behaviour management.
- Taking a lead role in creating positive relationships across the Academy and the wider Academy community.
- Managing incidents and conflict resolution constructively and effectively.
- Responding effectively and efficiently to staff, pupils and parental concerns.
- Leadership representation at evening events.
- Taking a lead role and actively working at every break/ lunch duties/detention duties as well as being on call when needed.
- Attendance at Academy Leadership Team meetings throughout the year and before and after school.
- Attendance at Trust meetings throughout the year, when required.
- Supporting Governor Activities – including presentation of reports, as required, to Governor Committees.
- Providing the Headteacher with Self Evaluation Evidence, judgements and action plans- Conducting weekly formal and informal Learning Walks.

Job Description

- Provide an accurate picture of progress and drive standards.
- Maintaining a high profile presence and to be accessible to, and supportive of, students, staff, parents/carers and the wider community.
- The Deputy Head can expect to have additional whole Academy responsibilities, which may change from time to time. It is therefore essential to have an open mind, be inclusive and have a flexible approach to change as the Academy develops further.

Responsibilities: Pastoral, Teaching & Learning

- Be at the forefront and develop whole Academy strategies to improve attainment and achievement.
- Have a teaching commitment as agreed with the Headteacher (20 periods per 2 week cycle).
- Lead the analyse & monitoring of intervention strategies and their impact on students and teachers at classroom level. Liaising and working with outside agencies and other stakeholders.

Responsibilities: Other Activities

- Supporting and promoting the Academy's provision of social, spiritual, moral and cultural opportunities.
- Promoting the general progress and wellbeing of individual students and of any class or group of students assigned to him/her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including signposting to more expert sources of advice.
- Producing relevant record & reports as required.
- Producing records of and reporting on the personal/social needs of students.
- Communicating and consulting with parents/carers and leading the Parent/ Carer Council
- Communicating and co-operating with outside agencies.
- Participating in meetings arranged for any of the purposes described above.

Outcomes

- Rigorous monitoring of your area leading to a clear evaluation of outcomes measures to be reported at SLT and to wider Governors focusing on impact of actions on student outcomes.

Job Description

Additional Notes
<p>Teaching</p> <p>The Deputy will be expected to teach up to 20 periods per 2 week cycle.</p> <p>Other duties and responsibilities</p> <p>The post-holder may be required to undertake any other duties commensurate with the level of the post as may be required from time to time.</p> <p>Conditions of employment</p> <p>This job description is subject to the current conditions of employment applying in the AMAT, other current educational and employment legislation and any conditions applying to the school's status as an Academy Trust.</p> <p>Review</p> <p>The job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder.</p>

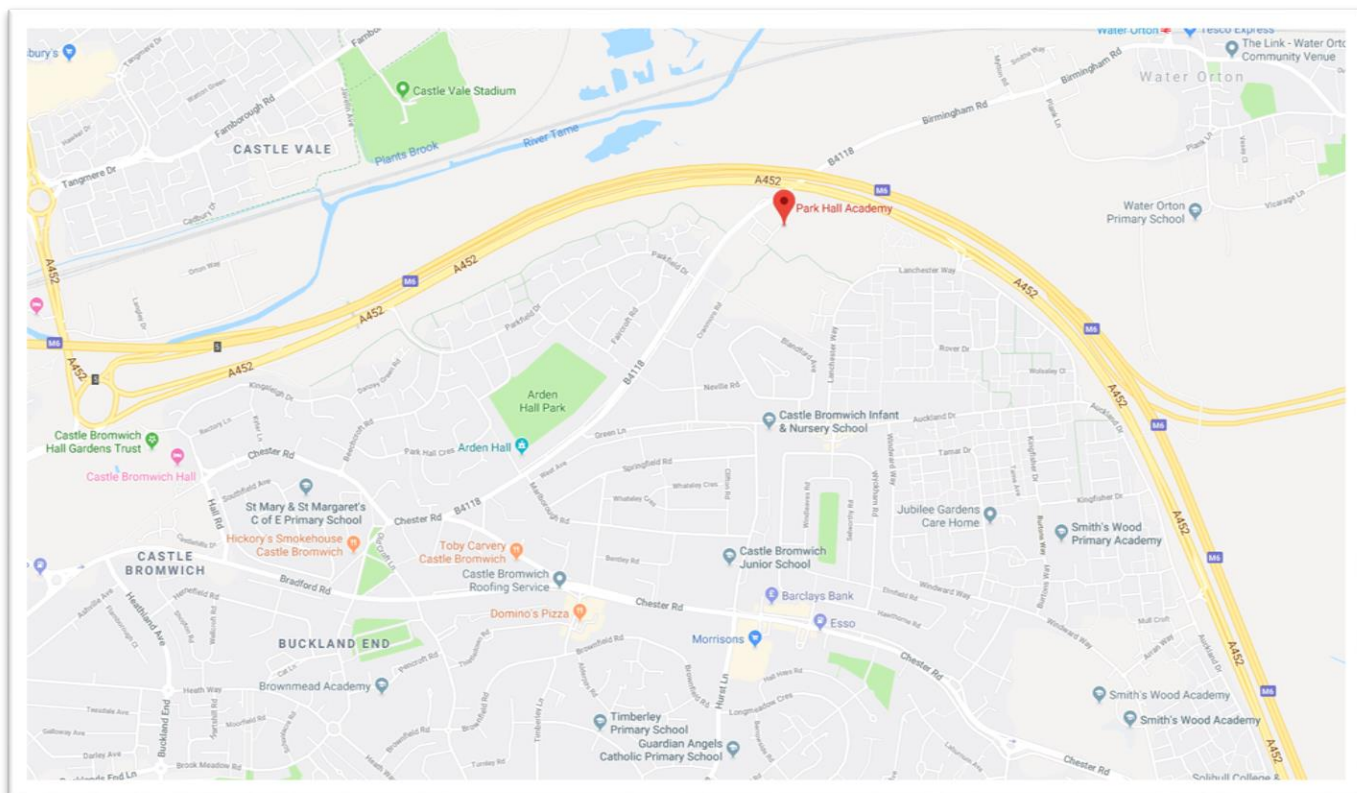
Person Specification

	Criteria	Essential	Desirable
Qualifications	An honours degree (or equivalent).	✓	
	Qualified Teacher Status. (QTS)	✓	
	Evidence of further professional studies/research.	✓	
	Higher degree, professional qualification.		✓
	NPQH qualification or participation.		✓
Experience	Successful experience of effecting improvement in varying settings and contexts.	✓	
	At least 3 years of successful leadership experience as at least an Assistant Headteacher, with evidence of impact on standards.	✓	
	Successful leadership experience in 2 or more schools.	✓	
	Successful team leadership experience.	✓	
	A strong classroom practitioner.	✓	
	Delivery of major INSET.	✓	
	Successful experience of leading and managing staff and resources and developing education strategies in a school in the context of change.	✓	
	Examples of successful engagement and collaboration with other schools, agencies and stakeholders.	✓	
	Successful experience in introducing or implementing major innovations in a school.	✓	
	Ability to exercise effective staff management, and to lead and motivate others.	✓	
	Ability to generate effective working relationships at all levels.	✓	
	The potential to develop education programmes to meet individual learning needs.	✓	
	Experience of effective quality assurance approaches including staff performance management and staff development.	✓	
	Successful experience of managing human resources / staffing issues.	✓	
	An understanding of the learning needs of students who have a special educational need or disability and thorough knowledge and understanding of the SEN Code of Practice.	✓	
	Engagement in action research.		✓
	Management and use of financial resources in relation to a similar post.		✓
	Experience of working with governors.		✓

Person Specification

	Criteria	Essential	Desirable
Knowledge	Clear understanding and detailed knowledge of current curriculum and assessment requirements and developments.	✓	
	Understanding of relevant equal opportunities, health and safety and safeguarding guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools.	✓	
	Knowledge of the regulations around safeguarding and how to address any issues that might arise.	✓	
	Knowledge of good practice guidelines to form and maintain appropriate relationships and personal boundaries with students and young people.	✓	
	Be able to demonstrate emotional resilience in working with students, colleagues and parents.	✓	
Analytical Skills	Strong analytical skills and an ability to interpret both quantitative and qualitative data.	✓	
Skills and aptitudes	Outstanding leadership and management skills, inspiring confidence in staff and students so they can succeed and achieve their personal best.	✓	
	Outstanding teaching of students with a range of abilities.	✓	
	Substantial knowledge and understanding the strategies most likely to maximise the levels of educational achievements by all learners at the academy.	✓	
	Substantial knowledge of recent developments in teaching & learning.	✓	
	Excellent communication and presentation skills, both written and oral.	✓	
	A good sense of humour.	✓	
	Extensive knowledge of the applications and potential of ICT; High level of ICT skills as both a curricular and administrative tool.	✓	
	Practical understanding of the legislation relating to Health & Safety in respects of schools as employers and as educators of young people.	✓	
	Knowledge of current educational developments and legislative changes.	✓	
	Awareness of recent curriculum developments and the monitoring and evaluation of learning, teaching and curriculum.	✓	
	Knowledge of the principles of assessment and effective record keeping and their use to promote the education, personal development and progression of students.	✓	
	Understanding of the nature and needs of students and communities in urban areas.	✓	

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