



Location: Cambridge
Start date: January 2024

ACADEMICIS
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Deputy Headteacher Candidate Pack



Chesterton
PRIMARY SCHOOL
Respect | Persevere | Care



Welcome letter from our Chair

Dear Applicant,

On behalf of the Local Governing Body (LGB), thank you for your interest in applying to be our new Deputy Headteacher. I hope this information pack will enthuse you to submit your application. Chesterton Primary School benefits from being part of the Active Learning Trust, a Trust who are keen to ensure that each of its schools retains its individuality and responds to the needs of its local community.

All members of the LGB are fully committed to supporting the Leadership team in continuing to develop the provision for our children, ensuring they can become confident and enthusiastic learners who are ambitious, caring and kind.

We have a highly skilled and committed staff team at Chesterton who benefit from strong and experienced leadership.

As governors we are committed to continuing to support the leadership team and the Active Learning Trust in ensuring our children achieve the very best they can, if you feel passionate about this also, then I hope we will have the opportunity to meet with you soon.

Kind regards

Kate Coates
Chair of the Local Governing Body



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Welcome letter from our Chief Executive Officer

Dear Applicant,

Thank you for your interest in working as part of our team. You will be joining our trust at an exciting part of our journey where we continue to build on the good work in our schools but seek to build the capacity and capabilities of our trust as a whole.

As a CEO new to role in January 2023, I am looking to build a team of energetic, knowledgeable and creative professionals to work alongside our current experienced team both centrally and in schools. This is a rare opportunity to build a system of excellence to surround and support our school communities with care and professional excellence. We strive for the very best for our pupils in a range of settings including nursery, primary, secondary, special schools, all through schools and post 18 specialist settings.

Our pupils and staff deserve the best and we hope that if you are someone who is aspirational and inspirational for pupils and staff you will consider coming to work as part of our team.

Please make contact and we will be happy to discuss the role and trust further.

Lynsey Holzer
CEO





About The Active Learning Trust

The Active Learning Trust is a large multi-academy Trust that has grown steadily over time. ALT has effectively established a strong clear ethos, vision and values across all its schools.

- We know our schools exceptionally well and there is honest reflection on and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy and central oversight and accountability.

Our Schools

- ALT currently comprises 19 schools. We have schools in Cambridgeshire and Suffolk.
- The Trust has two special, three secondary, one all-through and 15 primary schools – including an infant school.
- One special school, one secondary school and four primaries are academy converters. The remaining 15 schools are sponsor led academies.
- The Trust was initially established with one school in April 2013 and since then has gradually expanded over time with 4 new schools joining in 2013, six in 2014, three in 2015, three in 2016, three in 2017 and the latest school joined us in January 2018.
- The primary schools vary in size from around 70 to 650 pupils. The secondary schools vary in size from 600 to around 1400 pupils in our largest school site. (i.e. remove the reference to growing to capacity on the basis that LECA open to all year-groups).
- Four of our schools were opened as new, with pupil intake increasing incrementally each year.

The Trust's schools fall naturally into three designated geographical sub-regions – Ipswich, the Lowestoft area, and mid Cambridgeshire. This allows the Trust to apply so-called 'hub' level school to school support and collaborative working and other mutually supportive arrangements. The synergy this creates has become a key way of working for the Trust and continues to develop further over time.

- The proportion of disadvantaged pupils in the Trust is above that found nationally.
- The proportion of pupils with an Education Health Care Plan is in line with national averages.
- The proportion of pupils with Special Educational Needs and/or Disabilities and who speak English as an additional language are below national averages.





About The Active Learning Trust *continued*

Our Aims

In our academies and the schools that we work with, we will:

- Establish and maintain strong and effective leadership.
- Maintain the highest expectations of Trust-wide teaching and learning and recognise that each school is an integral part of its local community.
- Deliver good governance as a non-negotiable element of our work.
- Develop and sustain a strong and rapid trajectory of improvement in all our schools.
- Ensure a calm and purposeful learning environment.
- Maintain robust systems of performance management.
- Champion broad and balanced curricula designed to meet the needs of the 21st Century.
- Develop and sustain strong links with local and national business to foster links for work experience and future employment opportunities.
- Harness the developing potential of information technology to enhance classroom practice and the business operations of the Trust.
- Promote the sharing of expertise and effective practice across our academies and schools.
- To listen to pupils, staff and parents as to how the Trust and schools deliver to their local communities.
- Provide value for money services.
- Build capacity by nurturing a collaborative network of school improvers.
- Be outward facing, learning from excellent practice and other research to develop the offer in our schools and across the Trust.
- Ensure community 'ownership' of our academies and schools and that they are seen as the schools of choice by their communities.
- Foster and sustain strong links with further and higher education.

In overall terms, the Trust wants to be able to be judged as having met a shared set of values and a vision, delivering a high-quality education provision so that all pupils and students maximise their potential for learning.

Our Vision

Is to maximise our impact at school level, both with schools in need of significant improvement and with those that are already outstanding and have a desire to develop and use their expertise to support others. Specifically, we will:

- Support the drive to raise standards in the lowest performing schools, through our own team of experienced school improvers and with the support of existing high performing schools.
- Continually improve our capacity to ensure that the quality of what we deliver remains at an outstandingly high level by ensuring there are strong systems of performance management in place in all schools to support improvement, seeking out and valuing excellent performance and by ensuring good value for money.
- Ensure the delivery of high-quality education through our academies to support pupils across all age ranges from the early years to post 16.

About The Active Learning Trust *continued*



- Work with LAs on school organisation issues to address local communities' demand for the provision of high quality school places locally.
- Develop the leadership, management and governance in all our schools so that we grow and maintain the best leaders, and act as a "Training School" network to grow the next generation of effective teachers and school leaders.
- Develop and support local governing boards who share our determination to raise standards in all Trust schools.
- Provide value for money services to our schools that minimise administration locally and maximise the potential for our managers to be leaders in their school.

Our Values

- We recognise each school is different – we don't look to impose a corporate style or identity on schools but we do have a common approach to maintaining the highest expectations.
- We believe our role is to help school achieve excellence through the provision of support, advice and challenge of the highest quality.
- We are committed to a collaborative approach to our work, based on a shared understanding of what needs to be done, by whom and when in order to maximise the impact of our work.
- The Active Learning Trust seeks to promote a tolerant and informed view of the world and holds non political, cultural or religious affiliations. These core values underpin our commitment to provide the highest quality education for all our pupils so that they can go on to live fulfilling and responsible lives as active citizens.
- We are always open and honest in our communication and welcome feedback.
- We always do what we say we will do.
- We will strive for excellence and quality in everything we do.
- Our staff can expect support and advice of the highest quality, clarity about expectations we have of them and the right and responsibility to share successes and concerns.
- We believe pupils in schools that are part of the Trust have a right to an excellent education and a responsibility to positively take part in the school and community life to the best of their ability.
- We believe that parents are an important part of a child's education and it is the responsibility of the Trust and schools to engage positively with parents to secure their support to raise attainment.
- We believe that strong Local Boards, acting as part of the Trust's monitoring and evaluation of progress, are key partners to success.



About The Active Learning Trust *continued*

Inspired by our colleagues at Active Teacher Training, our ALT Institute will encapsulate all elements of our people development strategy, helping all stakeholders to support the young people we work with:

What is the ALT Institute?

'Institute' is an umbrella term for all people development available to our staff. It is any people development activity that takes place in or across academies, delivered by or for ALT colleagues. In essence, it is every development opportunity available to staff: blogs, coaching, conferences, courses, role-performance development activities, podcasts, reading, SDGs, team-teaching, TNGs, webinars, workshops and more.

Where is our ALT Institute?

Anywhere and everywhere! Anywhere people development takes place (in academies/ external venues/at home in your living room) forms part of the Institute.

Our Institute is a learning eco-system, through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system.

Leadership doesn't just come from the top; it has to be genuinely stakeholder-led. In this vein, we have designed our learning eco-system intentionally to incubate teacher agency.

Irrespective of our role, we all have a responsibility to make things better for children and young people, helping ensure that teachers are delivering the best possible education.

Thus, we have a professional obligation to keep getting better through engagement in people development activities, so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities, is the best it can possibly be.

Who is our ALT Institute for?

Please note we use the collective pronoun 'our' and not the determiner 'the.' Our Institute is not independent of us. It is us. We will contribute to our training and development when we deliver people development, and we will benefit from it when we attend or seek out development ourselves.

It serves our whole ALT community. We are all working hard to ensure that there are high-quality people development opportunities for every single stakeholder across our organisation.

We are committed to the very best people development. We empower all employees through equity of opportunity, and we place the needs of our stakeholders and the communities we serve at the front and centre of all we do.

We believe we are better together and value collaboration within and beyond our organisation. ALT people development activities will be the very best professional learning our stakeholders have ever had. Through high-quality people development, we will all transform lives and communities.

We resolutely believe that it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ALT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute.

The advancement of our Institute in this way will lead to whole system improvement and transform more lives and communities.



**ALT Institute of
Teaching and
Leadership**

About Chesterton Primary School

Chesterton Primary School is a single-form entry school, set in the heart of Chesterton, a suburb of Cambridge. Our children are inquisitive, lively, and enthusiastic about their learning.

Our school opened in September 2013 as an academy trust school with its sponsors, The Active Learning Trust. The staff, the Active Learning Trust and Governors are dedicated to the growth and development of the school. Together with the parents, carers and the local community, we work to promote high standards of achievement and behaviour. We place great importance on individual relationships and the benefits that positive relationships can bring throughout our entire school community.

Each day at school we work to achieve our vision of Building aspiration, overcoming barriers and celebrating diversity in our community, learning and relationships. We aim for this through living out our values: Respect; Persevere; Care. Our values run through every aspect of life in our school and form the model of behaviours we expect to see from all members of our community.

We are very proud of the relationships that exist within our community and we work hard to harness links with our parent community. We are grateful for the support we receive from SOCS (Supporters of Chesterton School), our PTA.

Chesterton Primary School continues to be rated as a “Good” school by Ofsted, following our inspection in February 2020. Our team of staff are committed to the school and its community; we work hard to ensure our children are safe, secure and happy whilst at school, as well as achieving their potential in all areas of their learning and relationships. Our school is part of the Active Learning Trust, which has schools across Cambridgeshire and Suffolk. We benefit from being part of this family of schools through the personalised support on offer from the central team.

Active Learning Trust

ALT brings together experienced and successful practitioners who share a collective belief in the effectiveness of school improvement.

Chesterton Primary School is located within our Cambridgeshire hub, which also brings together the following schools:

- Cromwell Community College (4-18)
- Neale-Wade Academy (11-18)
- Kingsfield Primary School
- Earith Primary School
- Isle of Ely Primary School
- Highfield Ely Academy (Special school)
- Highfield Littleport Academy (Special school)

There are a further two ALT Hubs located in Lowestoft and in Ipswich, and this provides the opportunity for schools to be part of a learning community that extends across local authority boundaries. This enables collaborative and supportive work between schools and an opportunity to share strengths. The Trust has the strong moral purpose of enabling schools to deliver high levels of achievement for all pupils, regardless of socio-economic circumstances, family situation or ethnic background.

The Trust will secure and sustain improvement in schools by providing leadership and support through academy sponsorship, by working with local governing bodies to strengthen their leadership and strategic delivery and through contracted work with school leaders and their teams.

In our academies and the schools that we work with, we will:

- Establish strong and effective leadership
- Deliver good governance as a non-negotiable element of our work
- Develop and sustain a strong and rapid trajectory of improvement
- Ensure a calm and purposeful learning environment
- Maintain robust systems of performance management
- Champion broad and balanced curricula, well integrated with the needs of business, local communities and the realities of work beyond school
- Harness the developing potential of information technology
- Promote the sharing of expertise and effective practice across academies and schools
- Provide value for money services, delivered at minimised administrative cost
- Build capacity by nurturing a collaborative network of school improvers
- Ensure community 'ownership' of our Academies and schools and that they are seen as the schools of choice by their communities
- Foster and sustain strong links with further and higher education



Chesterton
PRIMARY SCHOOL

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Job Description

Deputy Headteacher

Salary: L4 - L8

Responsible to:

Headteacher

Responsible for

Teaching and Learning

Job Purpose:

To assist the headteacher in making strategic evaluations of teaching, learning and personnel issues as a supportive and well-motivated team member.

Duties:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the headteacher to reflect or anticipate changes in the job, commensurate with the salary and job title.

Leadership

- Support the head teacher in providing a clear direction for the development of the school.
- Contribute to management decisions on all aspects of policy, development, and organisation by playing a significant role in the preparation, implementation and monitoring of the school improvement plan.
- Assume responsibility for the management of the school in the absence of the Head.
- Lead, support and motivate staff, encouraging good relationships and working practices.
- Develop effective positive relationships with governors, parents and the community and take a lead role in working with the Governing Body.
- To work closely with the Headteacher on the recruitment of high-quality employees.

Standards and Quality Assurance

- Support the aims and ethos of the school.
- Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for children's moral, social and cultural development.
- Contribute to staff development and training needs and the provision of effective INSET.
- Promote and develop effective links with Trust personnel, neighbouring schools and outside agencies in order to provide high quality education to match the needs of all pupils.

Job Description *continued*

Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and National Curriculum.
- Monitor and evaluate pupil achievement and attainment throughout the school.
- Lead by example as a teacher and as a leader, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- Support subject leaders in the development and implementation of their subject.
- To monitor the quality of teaching and learning, in line with school policy.
- To set appropriate expectations of staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing clear targets for improvement.
- Supporting all staff to meet personal and professional targets and ensuring that the aims of the school are promoted.

Recording and Assessment

- Update the headteacher, other senior leaders and the governing body on the effectiveness of provision for all pupils throughout the school.
- Play a major part in the target setting process for raising achievement.
- Mark and return work within agreed time span, providing feedback and targets.
- Assist in monitoring progress and ensuring appropriate actions plans are in place where issues are identified.
- Ensure planning is effectively carried out that individual needs are being addressed.

Other Areas of Responsibility

- A teaching commitment, as required.

Other Duties

- These will reflect the needs of the school and will be subject to discussion with the post holder.
- The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the Trust's Code of Conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.



Person Specification

CRITERIA	Essential	Desirable
EDUCATION AND QUALIFICATIONS		
Qualified teacher status	E	
Evidence of sustained, continuous professional development, preferably in more than one school	E	
Successful completion of NPQSL or NPQML (or similar)		D
STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL		
Successful proven experience of leadership as a Senior Leader/Assistant Headteacher/Deputy Headteacher	E	
Experience of leading and managing the creation and implementation of a strategic plan, identifying priorities and targets	E	
A sound understanding of recent developments in education practice, assessment, performance appraisal and OFSTED inspections	E	
Experience of using school data to establish benchmarks, set targets and evaluate for improvement	E	
Experience of working with governors to support the strategic development of the school		D
LEADERSHIP AND MANAGEMENT		
An exemplary role model with a proven track record of developing others	E	
Ability to inspire, lead and motivate staff and pupils	E	
Ability to build and lead an effective team and to hold people to account for their role within the team	E	
Experience of effectively managing staff performance and supporting professional development	E	
Experience of leading a significant number of whole school initiatives resulting in improved outcomes for all children	E	
Ability to lead and manage change whilst sustaining the school's good practice	E	
Ability to deploy resources effectively to achieve the priorities set out in the School Development Plan within budget	E	
Ability to deal with people and conflict sensitively and effectively	E	
Ability to investigate, resolve problems and make decisions	E	
Sustained successful experience of teaching across a range of primary age groups	E	
Successful proven experience of leading, developing, implementing and monitoring whole school policy for all areas of a core subject	E	
Has an enthusiastic, inspirational approach that enables children to achieve well	E	
Has an excellent understanding of assessment and tracking pupil progress from EYFS to KS2. Including knowledge and experience of statutory assessments	E	
A confident user of ICT with successful experience of using data and assessment to maximise outcomes	E	
Experience and ability as a mentor and coach of others		D
Experience of school financial management guidelines		D
Experience of line management of staff		D
Sustained outstanding teaching practice in both Key Stages 1 and 2 and including a demonstrable appreciation of the Early Years Foundation stage		D
PERSONAL ATTRIBUTES, COMMUNICATION AND INTERPERSONAL SKILLS		
Willing to assume full responsibility for the school in the absence of the Headteacher	E	
Is enthusiastic, energetic and resilient	E	
Is passionate about inclusive education and learning	E	
Is approachable but able to set appropriate boundaries	E	
Communicates effectively and listens to and responds to others	E	
Has a positive outlook and the ability to manage stressful situations calmly and sensitively	E	
Demonstrates the confidence to act on their initiative	E	
Is innovative, flexible, creative and open to change and new ideas	E	
Demonstrates the ability to build, maintain and develop effective relationships with pupils, staff and governors	E	
Has a commitment to develop positive and reciprocal relationships with parents/carers so that they are partners in their child's learning	E	
Sustained outstanding teaching practice in both Key Stages 1&2 and including a demonstrable appreciation of the Early Years Foundation stage		D
Think creatively to anticipate and solve problems		D

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If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact **Tracy Laverack** at **Academicis**, our recruitment partner, on **tlaverack@academicis.co.uk** or by phone on **07554 118 997/01223 907979**.

Closing date: **Noon, Tuesday 10th October 2023** ● Interview date: **Thursday 19th October 2023**



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Green End Road
Cambridge
Cambridgeshire
CB4 1RW



The Active Learning Trust and Local Governing Body are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.