



**STOUR VALE
ACADEMY
TRUST**



DEPUTY HEADTEACHER (PASTORAL)

RECRUITMENT PACK



Deputy Headteacher (Pastoral)

Full-time and Permanent

Start Date: Easter 2025 or September 2025 dependant on the successful candidate

Leadership Scale L21 to L25, £81,441 to £89,830

We are seeking to appoint a highly motivated, dedicated and inspirational Deputy Headteacher who is committed to joining an exceptional leadership team at Oldbury Academy. Staff and pupils are immensely proud of their school and the education and support it provides.

The Deputy Headteacher post at Oldbury Academy is an exciting opportunity for an ambitious leader looking to develop their experience of leadership in a rewarding environment and within a very supportive multi-academy trust. The successful candidate would need to remain focused on maintaining and raising the standards of academic achievement at the same time as building on the cohesive school community where children and staff flourish

This is an exciting opportunity for an ambitious and effective school leader.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.

For an informal conversation to discuss the role, please contact:

Mr Barry Morley
Head Teacher
Oldbury Academy
Stour Vale Academy Trust
0121 553 3750

Closing Date: 8.30am on Tuesday 21st January 2025

Interviews: Thursday 30th January and Friday 31st January 2025

ABOUT OLDBURY ACADEMY

Oldbury Academy is a large secondary school in Sandwell who provide excellent all round education for our pupils. Our success is built upon high quality teaching and learning and an excellent pastoral system to support students.



The comments in our most recent OFSTED report in December 2021 highlight the commitment we have to our pupils and wider school community in providing an excellent educational experience.

Oldbury Academy was graded 'GOOD' in all areas.

OFSTED 2021:

The school is well led. The headteacher is committed to making sure pupils receive the best education possible. Able senior and middle leaders support him with this aim

Pupils study an ambitious curriculum

Teachers carefully plan what pupils should learn in lessons

Teachers share high expectations of behaviour. They expect pupils to focus on

their work understand the school's values and what is expected of them. They respond positively to these expectations.

The school is an orderly environment. This helps pupils to concentrate on their work

Pupil's behaviour in lessons and around the school site creates a calm atmosphere

Bullying is not tolerated

Pupils' work is frequently checked and there are high expectations of written work. Pupils value this

Leaders and teachers understand how to safeguard pupils. There is a team of safeguarding leaders who work together well

Oldbury Academy offers a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Pastoral care for pupils is strong and relationships between staff and students reflect this. We have high expectations of ourselves and our students. Our vision 'CARE' underpins all that we do at Oldbury Academy.

- Celebrate together
- Achievement for all
- Respecting each other
- Expectations to succeed



ABOUT STOUR VALE ACADEMY TRUST

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently twelve member schools, six primary, one junior, one infants with day nursery and four secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.



OUR VISION AND VALUES

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES

INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

STOUR VALE ACADEMY TRUST

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We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.



Job Description

Deputy Headteacher (Pastoral)

Core Purpose

In line with the values, ethos and strategic direction of Stour Vale Academy Trust and under the overall direction of the Headteacher, the Deputy Headteacher will:

- Ensure high quality education and care for all pupils leading to academic achievement, character development and an embedded culture of safeguarding.
- Work with the headteacher to provide strategic leadership for the school which ensures continuous improvement.
- In partnership with the headteacher be responsible for the professional leadership of the school
- Role model integrity and collaboration.
- Support the headteacher in establishing a culture where excellence and leadership potential flourish, resulting in high quality teaching and learning and strong succession planning.
- As delegated by the headteacher be responsible for aspects of the management and operational leadership of the school in the best interests of the pupils.
- As a Trust Deputy Headteacher, recognise your role in contributing to the success of all of the pupils within the Trust.

Legal Requirements

In the absence of the Headteacher the Deputy Headteacher will deputise and take responsibility for the school. The Deputy Headteacher's professional duties must be carried out in accordance with and subject to:

- The Stour Vale Academy Trust Scheme of Delegation
- The provisions of all applicable legislation
- The School Teachers' Pay and Conditions Document
- The Funding Agreement of the School and the Academies Financial Handbook

Main Duties and Responsibilities

The duties outlined in this job description are in addition to those covered by the latest School Teacher's Pay and Conditions document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

To carry out the responsibilities of the post with due regard to the Academy's policies, organization and arrangements, including (but not exclusively) those relating to Child Protection, Health and Safety at Work, Data Security and Confidentiality and Equality.

The post holder is responsible for raising standards through ensuring outstanding Behaviour & Attitudes. The post holder will achieve this by working with Heads of Year, SLT, Heads of Faculty, Teachers, Support Staff and other stakeholders to ensure the highest levels of all elements of pastoral care and personal development. The post holder will also be the Designated Safeguarding Lead (DSL).

Main Role:

- To be the strategic lead and to effectively line manage others on all elements for behaviour, attendance, pastoral care, student support and safeguarding.
- To develop a pastoral strategy and vision that engages all pupils and stakeholders in relation to behaviour, attendance, pastoral care, student support and safeguarding.
- In conjunction with Senior and Middle leaders, establish and lead a team of staff who are committed to ensuring the very highest standards of pastoral care within the academy so that all students can attend, engage and achieve.
- To audit and review existing systems and to refine, re-establish or re-build them in order to ensure the highest levels of behaviour, attendance, pastoral care, student support and safeguarding.
- To lead and manage a team of staff who are committed to ensuring the very highest standards of pastoral care within the Academy so that all pupils can attend, engage and achieve.
- In overseeing the senior and middle leaders, have a strategic overview to ensure effective and appropriate alternative offsite educational provision is in place
- To work collaboratively with leaders responsible for SEND, Inclusion, behaviour, attendance, pastoral care, student support and safeguarding to establish a seamless approach to pastoral care so that all pupils have the opportunity to thrive.
- To ensure all students with challenging behaviour receive support and are successfully engaged in learning through robust behaviour support plans.
- To ensure there is a culture where all staff share equally high expectations of all pupils.
- To provide leadership opportunities for pupils.
- To ensure there is a focus on a positive ethos and culture of achievement through rewards, recognition and enrichment opportunities.
- To ensure there is a culture where all staff consistently follow policies in relation to behaviour for learning.
- To ensure there is a system for tracking, monitoring and evaluating the impact of interventions and to ensure that this data informs both strategy and intervention (as appropriate).
- To establish systems for creating and analysing pupil performance data across a range of indicators (progress, attainment, attitudes to learning & behaviour) to inform strategies and interventions.
- To ensure that policies and protocols for ensuring outstanding Behaviour and Attitudes are embedded and in place across the academy: consistency of use and application in every classroom and on every corridor.
- To be the strategic lead in ensuring the Academy maintains very strong working relationships and practices in line with Inclusion Support, Exclusions Team, Behaviour Panel, multi-agency safeguarding and other agencies.
- To be the strategic lead in developing processes and protocols which further reduce the need for suspensions and permanent exclusions.
- To ensure that policies, protocols and systems for recording searches, confiscation and physical interventions are in place and remain up to date.
- Have up to date knowledge of legislation and initiatives relating to behaviour and attitudes.
- In conjunction with the senior and middle leaders, lead strategies to improve attitudes to and behaviours for learning
- In conjunction with the senior and middle leaders on introducing systems which monitor and evaluate the impact of behaviour, wellbeing and welfare across the school.
- To oversee and work with the leaders responsible for Inclusion, Pastoral Standards and Personal Development to establish a seamless approach to pastoral care so that all students have the opportunity to thrive.
- To lead senior and middle leaders in developing and monitoring impacts of behaviour improvement plans and interventions for identified vulnerable students which result in improved behaviour, engagement and progress and reduced sanctions/suspensions.

- To be the strategic support on all elements of pastoral care and safety in relation to behaviour and attitudes, and consider impacts on quality of education
- The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
- They will co-ordinate training for staff and lead a safeguarding team of professionals.
- They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
- Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Accountable for:

- Working with the Headteacher, school leaders and Governors to ensure the accuracy of the evidence base which informs the following: the School Improvement Plan, the Self Evaluation Form, Governors and other stakeholders, returns to the DfE and also outside agencies, and documents prepared for other external visitors.
- Playing a lead role in school visioning, action planning and implementing aims.
- Leading on and supporting pastoral teams and other colleagues in all matters within the agreed area of focus.
- Ensuring intervention based upon data systems for recording, monitoring and analysing student pastoral data.

General Duties:

- To assist the Headteacher in managing the day to day running of the school.
- To represent the Headteacher at meetings requested.
- Teaching a percentage of a full timetable as required by the needs of the school to a good or outstanding standard.
- Maintaining high levels of staff and student morale and motivation, securing their commitment to the vision, aims, objectives and priorities of the school.
- By serving as a member of the Senior Leadership Team, the post holder is responsible for building, enhancing and maintaining a good reputation for discipline within and outside of the school. He/she will encourage amongst the pupils, excellent attendance and punctuality, good behavior, self-discipline and proper regard for authority. It is the post holder's responsibility to ensure the maintenance of good order and discipline at all times during the school day and to support colleagues in their effort to do likewise, in addition to specific role and responsibilities.

The Management of Staff:

- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- To maintain good relationships with individuals, groups and staff unions and associations.

Securing Productive Relationships:

- To promote a positive image of the school.

- To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

Appraisal:

- Participating in the school's arrangement for appraisal, professional development and the school's arrangements for quality assurance and internal verification.

Leadership and Management:

- To collate and evaluate the outcomes of all quality assurance procedures.
- To line manage Assistant Headteachers, associate senior leadership members, middle leaders and identified support staff under the direction of the Headteacher.
- In conjunction with others on the senior team, lead and manage the exam results collation and presentation during the summer and throughout the whole year.

Person Specification

Deputy Headteacher (Pastoral)

No	Categories	Essential	Desirable
QUALIFICATIONS & EXPERIENCE			
1.	A degree or equivalent	◆	
2.	Qualified Teacher Status	◆	
3.	DSL trained or significant safeguarding experience	◆	
3.	Recent relevant professional development as a senior or middle leader	◆	
4.	Successful recent senior or middle leadership experience	◆	
5.	Proven track record in leading and managing effective staff teams	◆	
6.	Experience of leading aspects of school improvement	◆	
7.	Experience in leading and improving behavior and attitudes	◆	
9.	Experience of successfully enabling colleagues and pupils to develop and apply their leadership skills	◆	
10.	Ability to think and plan strategically	◆	
11.	Worked on successful whole-school initiatives	◆	
KNOWLEDGE AND SKILLS			
12.	Excellent classroom practitioner	◆	
13.	Understand and be capable of strategic planning	◆	
14.	Knowledge of safeguarding and safer recruitment	◆	
15.	Excellent written and verbal communications skills	◆	
16.	A team player who facilitates and champions the success of those teams around them	◆	
17.	Articulate with excellent interpersonal skills	◆	

18.	Able to prioritise, plan, organise and manage workload, delegating appropriately to others	◆	
19.	Able to develop the leadership and teaching skills of others	◆	
20.	Able to influence others: inspiring, motivating and challenging	◆	
21.	Able to build and maintain effective professional relationships	◆	
22.	Astute and perceptive with sound judgement and decision-making skills	◆	
23.	Able to manage change in order to improve outcomes	◆	
PERSONAL QUALITIES			
24.	Committed to working collaboratively to improve outcomes, behaviour and attitudes for pupils	◆	
25.	Commitment to safeguarding and promoting the welfare of children and young people	◆	
26.	Committed to continuous improvement and the pursuit of excellence	◆	
27.	Having integrity and consistently leading by example	◆	
28.	Genuine respect for others and desire for equality of opportunity and diversity	◆	
29.	Ability to work as part of a team understanding Trust roles and responsibilities and your own position within these	◆	
30.	Can-do attitude and solution focused approach with an ability to manage expectations and not over promise	◆	
28.	Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust	◆	
31.	Be committed to innovation, learning from research and the best current practice	◆	
32.	Committed to building positive and effective relationships, based on trust and transparency, with children, staff, parents, governors, other schools and the wider community	◆	

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Application Process

Visits to the School:

We welcome visits to the school for a tour and an informal conversation with the Headteacher on the following dates:

Friday 10th January 2025 at 2.00pm
Monday 13th January 2025 at 9.00am
Friday 17th January 2025 at 2.00pm
Monday 20th January 2025 at 9.00am

Please contact Barry Morley, Headteacher on barry.morley@oldburyacademy.org.uk to arrange.

Application Form:

The completed application form should be returned to Adele Wilden, Headteachers PA at Oldbury Academy: a.wilden@oldburyacademy.org.uk

References:

Please make sure that your referees are aware of your application, as in line with KCSIE 2023, these will be requested prior to interview.

Dates:

Closing date: Tuesday 21st January 2025 at 8.30am

Shortlisting: Tuesday 21st January 2025

Interview dates: Thursday 30th January 2025 and Friday 31st January 2025

The interview panel will decide at the end of day 1 if further shortlisting is required before day 2



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CONTACT US

For informal talks please contact:

Mr Barry Morley
Headteacher
Telephone: 0121 533 3750

Please visit our website: <http://www.svat.org.uk/>