

Lead Practitioner – Head of Key Stage
A Bolder Future Awaits
Salary: L8 - L12 (OLA)
Starting salary point to be agreed, depending on experience

We are seeking to appoint an exceptional Head of Key Stage to take a strategic lead in maintaining high standards and aspirations. You will be well qualified and highly motivated individual who, as an enthusiastic and dynamic professional, is committed to delivering success.

You will have the ability and enthusiasm to raise standards of student attainment and achievement and coordinated intervention strategies as required to ensure students achieve to their best ability and to lead the pastoral support for the Key Stage, working with Form Tutors and other internal and external agencies.

The successful candidate will be a strong, well-qualified practitioner with a relevant degree and a teaching qualification in History, Geography or English, who is keen to develop their own practice to the highest level and take advantage of our excellent professional learning. You will be a resilient practitioner, who is able to balance the demands of a teaching role with pastoral responsibilities.

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

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

We know every Bolder student and their family exceptionally well; strong relationships and great communication is the Bolder way.

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

I look forward to meeting with you,

A handwritten signature in black ink, appearing to read 'Heidi Swidenbank', with a horizontal line underneath the name.

Heidi Swidenbank
Headteacher

The Bolder Application

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

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

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

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

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

For more information about what Bolder can offer you, please click here

<https://flipbookpdf.net/web/site/a2b8a89b0fe01d7c52c93c9f7d4e9d0b1f37373aFBP30845582.pdf.html>

To apply, please click on the 'Apply' button on our TES listing to fill out an online application form. Alternatively, please complete the teaching application form which can be found on the website:

www.bolderacademy.co.uk/vacancies

If you do have any questions or you would like a word version of the application form, please email vacancies@bolderacademy.co.uk

Timeframe for Recruitment

Closing date for applications	<p>We will shortlist and interview as we receive applications – so please send them in before the deadline of 9am on 21st May 2024</p> <p>Only shortlisted candidates will be contacted</p> <p>Interviews will be held according to application and we will consider interviewing early if we receive a strong application.</p> <p>Please note: No agencies should apply and we do not accept CVs.</p> <p>Sponsorship: We do not currently offer sponsorship for overseas candidates</p>
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Person specification: Lead Practitioner - Head of Key Stage

		Essential	Desirable	Evidence
Qualifications and Experience				
1	Degree in the relevant subject.	Y		A
2	Qualified teacher status and qualified to work in the UK.	Y		A
3	A commitment to your own professional development and that of others.	Y		A
4	Experience of coaching others and leading a department or team.	Y		A, I
5	Strong knowledge and understanding of pastoral and safeguarding matters.	Y		A, I
6	Experience of delivering outstanding lessons to students of all ages and abilities.	Y		A, I
7	An ability to use information to inform intervention in terms of teaching and learning to raise achievement across a team/school.		Y	A, I
8	Experience of implementing behaviour management strategies consistently and effectively and, supporting others to do the same.	Y		A, I
9	Experience of supporting students of all ages and abilities to make excellent progress.	Y		A, I
10	An up to date knowledge of the curriculum area and experience of having designed or contributed to the design of effective, imaginative and stimulating lessons or Schemes of Work.	Y		A, I
11	Experience of teaching your specialist area to all key stages, having successfully taken several cohorts through.	Y		A, R, I
12	Have safeguarding and/or pastoral experience.		Y	A, I
13	Able to write and speak fluent English.	Y		A, I
Skills to motivate, inspire, and challenge all students by:				
14	Establishing a safe and stimulating environment for students, rooted in mutual respect.	Y		A, I
15	Setting goals and objectives that stretch and challenge students of all backgrounds, abilities and depositions.	Y		A, I
16	Demonstrating consistently, the positive attitudes and behaviours which are expected of students.	Y		I
Personal Attributes and Behaviours				
17	Vision aligned with Bolder Academy of high aspirations and high expectations of self and others.	Y		

18	Personal impact, presence and confidence: wanting to be part of something new.	Y		I, R
19	Adaptability and flexibility to changing circumstances and new ideas.	Y		I, R
20	Passionate and dedicated - ensuring students are successful, a belief that schools have a responsibility to prepare students for their lives - not just for exams.	Y		I, R
21	Creative, courageous and resilient.	Y		I, R
22	Willingness to 'roll sleeves up' and 'get stuck in.' To start and complete the job.	Y		I, R
23	Strong negotiation and diplomacy skills and can take feedback.	Y		I, R
24	Ability to work under pressure and to meet deadlines.	Y		A, I, R
25	Willing to take responsibility and ownership.	Y		A, I, R
26	Ability to form and maintain appropriate relationships and personal boundaries with young people.	Y		I, R
27	Team player.	Y		I
Ability to Fulfil Wider Professional Responsibilities				
28	Potential to make a strong, positive contribution to the wider life and ethos of the Academy.	Y		I, R
29	Ability to develop effective professional relationships with colleagues, students and parents.	Y		I, R
30	Effectively promote students and staff successes.	Y		I, R
31	The ability to or willingness to teach outside subject area.		Y	I
32	This post is subject to an enhanced DBS.	Y		A, I, R

Key to Evidence: A = Application

I = Interview

R = References

Job Description: Lead Practitioner - Head of Key Stage	
Line Manager:	Deputy Head.
Posts directly supervised:	Pastoral Managers for relevant Key Stage
Main Purpose of Role:	To secure excellent progress of all students. To deliver high quality teaching and learning, the effective use of resources and improved standards of learning and achievement of all students. To provide pastoral support including safeguarding.
Conditions of Service:	Reference should be made to the School Teachers' Pay and Conditions Document and the National Standards for Teachers. It is a requirement that teachers meet these standards.
Core Accountabilities:	
Progress and Outcomes:	
<ul style="list-style-type: none"> • Lead both the team of tutors and the cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement and planning appropriate actions to meet them. • Manage both the people and resources associated with the year group. • Monitor the quality of learning experienced by the year group, liaising with heads of departments and offering support and guidance where necessary. • Establish creative, responsive and effective approaches to learning and teaching to meet and support the aims of the school. • Demonstrate and articulate consistently high expectations of pedagogy and classroom practice to provide challenge and improvement, using data and benchmarks to monitor progress in every student's learning and to focus teaching. • Monitor the quality of teaching based on evidence, self-evaluation and development, ensuring a consistent and continuous focus on achievement and aspiration. • Implement the subject area improvement plan based upon ongoing self-evaluation • Ensure the implementation of the school's assessment procedures, ensuring all students have timely and appropriate feedback and targets so that they make at least expected progress, and the majority are successfully challenged to make better than expected progress. • Devise and implement appropriate interventions for students, both within lessons and extracurricular, to ensure all students make good progress. • Share in monitoring, reviewing and developing the school's curriculum offer to maintain an appropriate, comprehensive, high-quality and cost-effective curriculum that complements the school's strategic objectives. 	

- Monitor student behaviour, attendance and achievement and in consultation with key staff decide on appropriate, sanction, intervention and reward where appropriate.
- To support students through the use of Pastoral Support Plans where appropriate.
- To attend Strategy meetings for each year group in the Key Stage along with the Deputy Head, SENCO and Pastoral Manager.
- The Head of Key Stage will oversee students on report, and make contact with parents when necessary.
- Support the appropriate paperwork needed in the events of periods of suspensions agreed by the Headteacher.
- Provide a varied and proactive range of assemblies. Supervise the entry of students to assembly.
- Use the school's rewards system to promote student achievement and self esteem

Teaching and Learning:

- Meet the Teachers' Professional Standards.
- Teach and plan high quality lessons in which students make at least good progress.
- Teach all students and key stages across the curriculum as required by the timetable.
- Ensure teaching, learning and assessment is typically good across the Academy by having a clear vision for this and by coaching and supporting staff to achieve it.
- Promote consistently high expectations of all students and apply whole Academy policies.
- Acquire and maintain excellent and up to date subject knowledge and develop an exciting and purposeful curriculum.
- Support all staff to assess students' prior knowledge, skills and understanding accurately and use data to inform interventions.
- Ensure all staff systematically and effectively check students' understanding throughout lessons, homework and over time through summative and formative assessment (in line with Academy policy).
- Enable all staff to use well-judged and imaginative teaching strategies to provide support and intervention to meet the needs of individual learners in order that they make at least good progress relative to their starting point.
- Secure the promotion of high levels of enthusiasm for, participation in and commitment to learning amongst all students by working with other teachers to develop their practice.
- Promote students' confidence and independence so that they are able to tackle challenging activities and can display high levels of resilience.

Behaviour and Safety:

- Develop and promote effective partnerships with parents, carers, other staff and students so they are highly positive about the subject area in terms of achievement, teaching and learning, behaviour and safety.
- Take a lead role in establishing a positive learning environment within own classroom and that of those they line management and work with so that students are able to make a positive contribution, learn and thrive in an atmosphere of dignity and respect.
- By coaching and mentoring staff ensure all students within the classroom show high levels of engagement, courtesy, collaboration and cooperation within the subject area.
- Ensure all students taught within the classroom arrive punctually to lessons and learning time is maximized.
- Ensure student behaviour is managed through a systematic, consistent approach to behaviour management, in line with Academy policy, is applied within all lessons.
- Take active steps to eradicate all forms of bullying.
- Be aware of what constitutes an unsafe situation and that staff within their subject area know how to keep themselves and others safe.

Leadership and Management:

- Demonstrate an uncompromising and highly effective drive to improve achievement, or sustain the highest level of achievement, for all students, over a sustained period of time.
- Lead by example and demonstrate passion and ambition for the Academy, subject and its students.
- Lead on self-evaluation activities related to teaching, learning and assessment.
- Support with the production, implementation, monitoring and evaluation of a subject development plan and teaching and learning development plan in line with the Academy's priorities.
- Focus relentlessly on improving the quality of teaching and learning and assessment across the whole of the Academy and ensure that it impacts on learners.
- By working with and through teachers, provide a highly positive, memorable and rich experiences for high quality learning which contributes to student achievement within the subject area and their spiritual, moral, social and cultural development.
- Employ highly successful strategies for engaging with parents and carers.
- Employ highly effective strategies across the Academy to improve achievement and progress by: seeking out and modeling best practice, reflecting on the quality of teaching, learning, behaviour and progress, being open to coaching, dialogue, mentoring and support.
- Provide regular feedback to staff which is honest and be positive and active in team meetings to allow for effective communication and dissemination.
- Take part in staff appraisal and, absence management meetings (if applicable).
- Use appropriate strategies to tackle student and staff underperformance and celebrate student achievements.
- Work effectively and positively with the governing body, the leadership team and all other staff.
- Meet the statutory requirements for safeguarding.

General responsibilities:

- As a leader and manager in the classroom and across the Academy, contribute to the overall leadership of teaching and learning by being proactive in supporting an ethos that recognizes and celebrates success and promotes high expectations and aspirations.
- Contribute to the effective management of the Academy through the implementation of Academy policies and code of conduct.
- To be a visible presence around the Academy.
- Attend meetings and parents' meetings relevant to the post.
- Other duties as the Head may reasonably require.

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

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

Name:

Signature:

Date: