



# APPLICATION PACK

## DEPUTY HEADTEACHER

Pay Range: L9– L15  
£57,480 - £66,626

Closing date – 1<sup>st</sup> March 2024  
Interview date – 6<sup>th</sup> March 2024  
September 2024 start

The Keystone Academy  
Squinter Pip Way, Bowbrook, Shrewsbury, SY5 8PY  
01743 599011



**THE**  
**KEYSTONE**  
ACADEMY

# JOIN US AT THE KEYSTONE ACADEMY

Dear Applicant

Thank you for your interest in the Deputy Headteacher vacancy at The Keystone Academy.

We are looking to appoint a highly motivated Deputy Headteacher with the vision and experience to play a pivotal leadership role at The Keystone Academy. This is a truly unique opportunity for an ambitious, inspirational and talented practitioner to support the Headteacher in continuing to develop our specialist school for SEMH and neurodivergence. We are looking for an outstanding practitioner who can bring creative and innovative ways of working within the Trust and the local authority.

Reporting to the Headteacher, the Deputy Headteacher will have various responsibilities, including but not limited to, supporting the curriculum development; strategic leadership and management of the academy; taking a lead on allocated areas in line with the academy's strategic plan; securing and sustaining effective teaching and learning; supporting positive behaviour across the school.

The role will demand an individual who is capable of leading and inspiring others to develop new initiatives and drive a culture of collaboration and high standards, across the whole school. The successful candidate will show the ambition and determination to achieve outstanding outcomes for all learners, overcoming challenges and never underestimating our students. They will focus on the holistic development and achievement for everyone.

The Keystone Academy is becoming a beacon of outstanding practice in SEMH specialist provision, like the other academies within The YES Trust. You will have the opportunity to grow with the school and truly make a difference to some of the most vulnerable, yet wonderful, young people in society.

To be successful you will need to exemplify our core values: child centred, authentic in all our relationships and adaptive to need.

If you feel that The Keystone Academy may be the right place for you, we hope you will consider applying for the post.

For an opportunity for a tour of the school and to ask any questions, please do get in touch via [admin@thekeystoneacademy.org](mailto:admin@thekeystoneacademy.org) / Tel: 01743 599011.

Mrs Ali Bellaby  
Headteacher



# We are an employer of choice for teaching and support staff

## Anna (teacher)

I love working at The Axis Academy. Staff and pupils are a family, supporting each other, and celebrating successes. Lives are without doubt, transformed because of the Yes Trust.

## Rhiannon (teacher)

Coming from a mainstream background I was nervous but excited for the opportunity to truly support students and families. I can truly say that applying was one of the best things I have done. Not only are the children at the forefront of the school, but I feel staff are really listened to and supported.

- Small class sizes
- Fantastic classroom support
- Access to training and CPD including further professional qualifications.
- Specialist training where required
- Cycle to work scheme
- Flexible and supportive approach to work
- Free lunch at school
- Free parking (including charging stations on most sites)
- Nursery benefits
- Tusker car salary sacrifice scheme
- Education Mutual – **private health support** - access to a 24/7 GP, free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox - vouchers, discounts and wellbeing

# Our Trust

Together, we have developed a growing family of schools which makes a difference for children and young people. As we continue to set and raise the bar in all the work we undertake, we are keen to maintain our national recognition as one of the highest achieving alternative provision and SEN multi-academy trusts in the country.

Our ability to make that difference rests on our vision and our core values which include an absolute belief in the importance of collaboration and mutual support, and on our recognition of the trust as a family of schools in which colleagues are equally valued. We unashamedly use words like “kindness” and “compassion” in our values.

We want to continue this further, and to become the employer of choice for teaching and support staff across the region.



Nic Brindle, CEO

## Mission statement: Transforming lives

### We are: (our core values)

- Child centred
- Adaptive and sensitive to need
- Authentic in our relationships  
(our core values)

### We strive for:

- Solution-focused mindsets
- A climate of reflection and feedback
- Intrinsic motivation
- Continual improvement
- A culture of collaboration

### Our minimum expectations of our staff are:

- Belief in our core values
- Professional conduct at all times
- Appropriate communication
- Ability to follow direction
- Kindness and compassion
- Flexibility and adaptability

# HOW TO APPLY

## Deputy Headteacher, The Keystone Academy

Salary – L9 -L15 -(£57,480 - £66,626)

Please complete an application form via our Every recruitment portal (Registration takes no more than a minute)

<https://candidates.every.education/Vacancies/Details?advertKey=1813fb80-7017-4630-a56a-b4f1e6452300>

Due to Safer Recruitment requirements, CVs will not be accepted.

If you have any queries or would like to arrange a visit, please contact Jenine Rutter, Office Manager ([admin@thekeystoneacademy.org](mailto:admin@thekeystoneacademy.org))

Timeline for Assessment and Selection Process	
Closing date for applications	12pm midday on 1 <sup>st</sup> March
Opportunity for informal discussions with Headteacher	By appointment
Interviews	6 <sup>th</sup> March
Start Date	1 <sup>st</sup> September 2024

# JOB DESCRIPTION

## **Key Priorities**

- Support the strategic vision and direction of the academy.
- Provide strategic leadership and management to staff within the academy.
- Secure and sustain effective teaching and learning throughout the school.
- Undertake performance management & line management responsibilities for a group of teachers and other staff in the school.
- Deploy staff and resources efficiently and effectively to meet specific objectives in line with school's strategic plans.
- Ensure effective pastoral care and behaviour support throughout the school.
- To be responsible for the day to day leadership and management when the Headteacher is not in the academy.

## **Teaching and Learning**

The Deputy Headteacher will help secure and sustain effective teaching and learning throughout the academy, monitor and evaluate the quality of teaching and standards of students' achievement, using benchmarks to track and set targets for improvements.

They will:

- Contribute to the teaching throughout the school as and when required.
- Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning, and high standards of achievement.
- Help organise the curriculum and its assessment; work with the Headteacher to monitor and evaluate it in order to identify areas for improvement.
- Ensure that the curriculum and assessments meet National Curriculum requirements.
- Ensure that improvements in literacy, numeracy and information technology are priority targets for all students.

## **Leading and Managing Staff**

The Deputy Headteacher will motivate, support, challenge and develop staff to help secure improvement.

They will:

- Maximise the contribution of staff to improving the quality of education provided and the standards achieved and ensure that constructive working relationships are formed between staff and students at The Keystone Academy.
- Ensure that equal opportunities and inclusion policies are reflected in practice.
- Work with the Headteacher to implement and sustain effective systems for the management of staff performance, incorporating appraisal, threshold, and targets for teachers, including targets relating to professional practice and students' progress and achievement
- Specifically motivate and enable all staff at The Keystone Academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs
- Lead, support, and co-ordinate the provision of high-quality professional development
- Sustain their own motivation and that of other staff
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers

### **Partnership Working**

- Support in establishing a culture and curriculum which fulfils the aims and requirements of the wider community as set out in the vision.
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the academy to enrich student experience and to promote the academy's value to the wider community.
- Collaborate with local schools, the local authority and other agencies to promote the academic spiritual, moral, social, emotional and cultural well-being of students and their families.
- Represent The Keystone Academy at relevant meetings, as and when required

### **Health and Safety / Child Protection**

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that members of the staff take reasonable care for the health and safety of themselves and others
  - To help ensure that child protection and safeguarding procedures and Department of Health assessments of children in need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

# PERSON SPECIFICATION - Deputy Headteacher

## Essential Criteria

Criteria	Essential
Qualifications/ Education	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree or equivalent</li> <li>• Evidence of further professional development</li> </ul>
Experience	<p>As a Leader:</p> <ul style="list-style-type: none"> <li>• Leading and managing a team or department</li> <li>• Minimum of 3 years school leadership experience</li> <li>• Working alongside other school(s) and professional(s) to ensure robust moderation and sharing of good practice.</li> <li>• Demonstrate and lead on outstanding classroom practice</li> <li>• Using class support strategies and monitoring the impact.</li> <li>• Managing and deploying staff, including providing support and challenge</li> <li>• Analysis of data for impact and to target support areas.</li> <li>• Rigorous tracking providing detailed and accurate information to underpin and ensure a planned programme of professional development for all staff, ensuring they meet the needs of individual students</li> <li>• Inspiring staff to promote a love of learning to all students including those who struggle with formal education</li> <li>• Writing, implementing and reviewing whole school policies</li> </ul>
Teaching Experience	<p>Proven ability to:</p> <ul style="list-style-type: none"> <li>• Set high expectation which inspire, motivate and challenge students</li> <li>• Promote good progress and outcomes by students</li> <li>• Demonstrate good subject and curriculum knowledge</li> <li>• Plan and teach well-structured lessons</li> <li>• Adapt teaching to respond to the strengths and needs of all students</li> <li>• Make accurate and productive use of assessment</li> <li>• Manage behaviour effectively to ensure a good and safe learning environment</li> <li>• Fulfil wider professional responsibilities</li> <li>• Communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies.</li> <li>• Commitment to school-wide focus on student attainment</li> </ul>
Professional /Personal Skills	<p>Proven ability to:</p> <ul style="list-style-type: none"> <li>• Inspire others with confidence</li> <li>• Communicate effectively to groups and individuals, orally and in writing</li> <li>• Resolve conflict through active listening and negotiation</li> <li>• Demonstrate a flexible approach and a willingness to listen to others</li> <li>• Provide advice and guidance to parents and carers in a positive and clear manner</li> <li>• Remain calm when working under pressure</li> </ul>



	<ul style="list-style-type: none"> <li>• Be dynamic and solution focused when facing challenges</li> <li>• Commitment to one's own continuing professional development</li> <li>• Ability to work as part of a team</li> <li>• Ability to make decisions and set priorities</li> <li>• Able to gain and maintain the confidence and respect of colleagues, students, parents and multi professionals</li> <li>• Have energy, perseverance and a positive mindset</li> <li>• Be confident and enthusiastic</li> <li>• Be reliable and have integrity</li> </ul> <p>Evidence of:</p> <ul style="list-style-type: none"> <li>• Successful multi-agency and partnership working</li> <li>• Training and understanding of child protection</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Evidence of successful experience in a middle or senior leadership and management role</li> <li>• Evidence of successful experience in developing initiatives and managing change</li> <li>• Evidence of effective contribution to the School Development Plan</li> <li>• Evidence of effective delegation to staff and effective follow-up to ensure tasks are complete to a high standard</li> <li>• Ability to analyse situations, prioritise and help to implement realistic solutions</li> <li>• Ability to establish and develop good relationships with all involved in the school. Commitment to the school's wider community.</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrate a good level and understanding of ICT</li> <li>• Knowledge of how to deal with safeguarding issues in school.</li> <li>• Knowledge of OFSTED Framework</li> <li>• Thorough knowledge of current educational issues, including SEN legislation, guidance, code of practice and developments; safeguarding guidance</li> <li>• Awareness of current developments in education and the implications of these</li> <li>• Understand planning of the National Curriculum and its application in a school, including assessment, recording and reporting</li> <li>• Know how to use a school's data to identify strengths and areas of development</li> <li>• Positive behaviour management techniques for groups and individuals, including those with SEMH needs</li> <li>• Know how to develop effective rapport with students, this being based on high expectations and establish a purposeful learning environment</li> </ul>
<b>Shaping the Future /Philosophy</b>	<ul style="list-style-type: none"> <li>• Demonstrate and communicate clear vision</li> <li>• Expectation of high achievement of all students</li> <li>• Understanding and commitment to equality of opportunity</li> <li>• Respect for students' individual difference</li> <li>• Commitment to parental partnership in education and developing links between school, home and the community</li> </ul>
<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>• Application of the need to delegate responsibility with accountability for an area(s) of responsibility</li> <li>• Communicate to staff teams effectively</li> </ul>
<b>Strengthening Community</b>	<ul style="list-style-type: none"> <li>• An ability to establish and maintain positive partnerships with parents, students and communities</li> <li>• Awareness of the need to develop a school culture responsive to the nature of the school's communities</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Positive recommendation from present employer</li> <li>• Satisfactory attendance record</li> <li>• Satisfactory safer recruitment checks</li> </ul>

## Desirable Criteria

Criteria	Desirable
Qualifications/ Education	<ul style="list-style-type: none"> <li>• Recognised qualification in :               <ul style="list-style-type: none"> <li>○ Leadership (e.g. NPQSL / NPQH)</li> <li>○ Behaviour</li> <li>○ Teaching and learning or curriculum</li> <li>○ SEND (e.g. SEMH, ASD)</li> </ul> </li> <li>• Literacy Specialism</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Primary and / or secondary experience</li> <li>• Involved in the implementation of the new National Curriculum</li> <li>• Experience of leading Personal, Social Development (PSD) projects</li> <li>• Experience of leading and raising standards in Literacy across the whole school.</li> <li>• Experience of leading outstanding teaching and learning provision and policy across the school.</li> <li>• Experience supporting students with SEMH needs.</li> <li>• Experience of supporting neurodivergent learners, such as those with ASD / ADHD</li> </ul>
Teaching Experience	<ul style="list-style-type: none"> <li>• Evidence of having led whole school learning and teaching strategy and policy</li> <li>• Demonstration of high expectations</li> <li>• Success with students who are below expected levels</li> </ul>
Professional /Personal Skills	<ul style="list-style-type: none"> <li>• Coaching and/or mentoring</li> <li>• Able to effectively resolve personnel issues</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>• Proven ability in leading a staff team</li> <li>• Experience of recruiting and inducting staff.</li> <li>• Effective liaison with Governors and a good understanding of their role</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Knowledge and experience of current good practice and development in special education provision</li> <li>• Knowledge of successful practice in teaching 'hard to reach' students.</li> <li>• Knowledge of how to promote independence for young people with complex needs</li> <li>• Positive approaches to behaviour management</li> <li>• Mental Health Awareness or other Mental Health training</li> <li>• Training in ASD, ADHD, SLCN.</li> <li>• Knowledge of neurodivergence and experience of adapting teaching and learning to meet a wide variety of learner needs</li> <li>• Experience of using an evidence-based approach</li> </ul>
Strengthening Community	<ul style="list-style-type: none"> <li>• Work in the wider community.</li> <li>• Prepare to contribute to the school in a variety of different ways</li> </ul>

**The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.**

# The Youth Engagement Schools Trust (YES TRUST)

## Safer Recruitment Policy Statement

The safe recruitment of staff in the YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)

- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature, and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling, and security of Disclosure information.

A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.