



RECRUITMENT OF HEADTEACHER AT KING ALFRED'S ACADEMY

Information for Applicants

PART OF VALE ACADEMY TRUST



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OVERVIEW

KING ALFRED'S ACADEMY

THE GOVERNORS OF KING ALFRED'S ACADEMY AND THE DIRECTORS OF THE VALE ACADEMY TRUST ARE SEEKING TO APPOINT A NEW HEADTEACHER FOR THEIR SUCCESSFUL SCHOOL.

We are looking for a dynamic, outward-facing educational leader to take the Academy forward, in the context of recent significant and forward-looking changes and opportunities that currently present themselves, both to the school and to the community in which it belongs.

King Alfred's is situated in Wantage, at the heart of the Vale of the White Horse, and draws in approximately 1,800 students from a large catchment area including the town of Wantage, the neighbouring large village of Grove, and also the surrounding villages in this part of rural Oxfordshire. In recent years, a growing number of students from South Didcot and Lambourn in West Berkshire have also decided to choose King Alfred's, not only in Year

7 but also for post 16 courses.

The ancient town of Wantage, birthplace of King Alfred the Great in 849, nestles below the North Wessex Downs Area of Outstanding Natural Beauty, 17 miles south of the university city of Oxford, and 6 miles from the internationally renowned Harwell campus, home of the Diamond Light Source Synchrotron. The Bronze Age monument of the White Horse lies 4 miles to the west on the oldest highway in Britain – the Ridgeway.

King Alfred's is one of the largest secondary schools in Oxfordshire with a strong academic history. Founded in 1597, it combines ancient listed buildings with recent capital investment totalling



£17 million, including a new £6 million science block which opened in January 2018. The Academy has recently been reorganised from three sites to two sites, thereby releasing one of the sites to developers which has enabled very significant investment in the two remaining sites. Facilities for students and staff will be excellent when the work is completed later this year and will include:

- A new purpose built science block - £6.2m (complete)
- A new dining and teaching block - £4m (complete)
- A new sportshall - £2.2m (due to be complete September 2018)
- Refurbishment of Creative Arts - £1.1m (complete)
- Refurbishment of other teaching areas - £2.5m (complete autumn 2018)
- Expansion of sixth form centre - £1.4m (due to be complete during 2019)

As of January 2018 West Site will house year 7 and 8 students, allowing students moving from small rural primary schools to transition successfully to secondary education. This structure is extremely popular with students, parents and our community and is one of the unique selling points of King Alfred's as the

friendly ethos and culture of this site can be tailored to the specific needs of younger students joining us from so many diverse primary schools. On Centre Site, from January 2018 years 9-13 will create a learning community with outstanding facilities. King Alfred's has for many years operated a two-year Key Stage 3 and a three-year Key Stage 4. Now that the Academy has reorganised onto two sites, continuity through Key Stage 4 will become the norm to further support Key Stage 4 outcomes.

King Alfred's is a genuinely inclusive school, taking most of the pupils from the primary schools in the area, although there is now greater competition with new schools opening in neighbouring towns. A good number of new students also join the sixth form after year 11 from other schools due to the wide range of opportunities, both academic and pastoral.

King Alfred's measures its success by both conventional performance measures – which in 2017 included the best KS5 results in Oxfordshire (with a number of successful Oxbridge applicants) – and by the impact of the pastoral, leadership and wellbeing opportunities it offers which include:

- An after school enrichment programme known as 'electives'





- King Alfred's Academic Enrichment Programme for students across the year groups
- Unparalleled visit and trip opportunities around the world for all students which has been praised in repeated Ofsted inspections
- The depth of leadership opportunities for students
- One of the largest Duke of Edinburgh Awards Schemes in Oxfordshire with well over 300 students actively engaged in Bronze, Silver and Gold Awards and a completion rate of over 75%
- A record of high levels of both attainment and participation in sport, including leading many national initiatives with both the Youth Sport Trust and the Department of Education, all of which have been recognised in numerous Ofsted Reports (The Academy was formerly a Sports College from 1999 - 2010)
- A very strong Creative Arts Programme resulting in a huge number of highly professional events, including the annual musical and various celebratory events throughout the year.

As a National Teaching School and a National Support School (as designated by the NCTL) King Alfred's is a lead school within the Oxfordshire

Teaching Schools Alliance (OTSA), which offers outstanding opportunities for staff development across Oxfordshire. This includes first class initial teacher training as part of the School Centred Initial Teacher Training (SCITT) which is a vital source of young talent.

In this context, King Alfred's and the Trust would welcome and support applications from those either already involved in school to school improvement work (either locally or nationally) or anyone aspiring to undertake such support work in the future, either across our schools or for our partner organisations such as Oxfordshire Teaching Schools Alliance. Potential applicants should make any relevant details known via their application form.

King Alfred's, as the largest employer in Wantage, is an active presence within the community. The Academy works very closely with many key local employers and organisations, including the science community, to support the future careers of students.

Finally, another exciting development for the Academy is a change to the school uniform from September 2018 as depicted in the photos in this publication.

KING ALFRED'S ROLE

WITHIN THE VALE ACADEMY TRUST

THE ACADEMY WAS A FOUNDER MEMBER OF THE VALE ACADEMY TRUST IN 2013, WHICH NOW COMPRISES 2 SECONDARY AND 6 PRIMARY SCHOOLS, AND IS SET TO OPEN A FREE SCHOOL IN NEARBY GROVE IN 2021.



It is expected that this locally grown Trust will continue to expand over the coming years. Candidates will find it useful to read the accompanying information on how schools within the multi academy trust operate. For candidates who are invited to interview there will be ample

opportunity to meet with current secondary and primary Headteachers, along with the Chief Executive of the Vale Academy Trust.

Further information is available on the Trust's website www.vale-academy.org

WHAT DOES

OUR LEARNING COMMUNITY SAY ABOUT OUR ACADEMY?

THE VIDEO “TAKE A LOOK AT US” ACCESSIBLE VIA THE LINK WWW.KAACADEMY.ORG/ABOUT-KAS/THE-HEAD-TEACHERS-WELCOME ON THE KING ALFRED’S WEBSITE WILL GIVE CANDIDATES GOOD INSIGHT INTO OUR ACADEMY.

Leading up to and during the recent changes that the Academy has undergone, we have ensured that we have consistently gauged student opinion. Our School Improvement Adviser carried out some Student Voice monitoring with year 9 and 10 students who recently moved to Centre Site.

They report that expectations are higher and lessons harder. With Science lessons now taking place in our brand new Science block and teachers really appreciating their new surroundings everyone is sharing a renewed and sharper focus. Newly refurbished spaces such as the Dining Room and the Drama and Dance space have made an impact and behaviour around the site is good. The amount of homework appears to have increased but is seen as important part of the ‘new dawn’ of looking ahead and striving for improvement.

The most recent staff survey was carried out in January 2017. (The January 2018 survey is currently taking place.) Amongst the many comments received were the ones below:

- Leadership (both individual and as a group) listen to teachers to understand what is working ‘on the ground’.
- The Leadership Team have the confidence and openness to try new strategies. I like the fact I can be honest! I have seen a positive trajectory in the years I have worked here.
- I have really enjoyed my first term at KA’s and feel it is a great school to work in for my professional

development.

- I feel lucky to be working alongside such supportive and positive colleagues. I also feel lucky to be working in a school which promotes creative thinking and encourages and recognises the unique contributions that each member of staff is able to make.

Aside from the comments above, we do urge potential applicants to come and visit us – there can be no substitute for talking to our students and staff about their perceptions of life at King Alfred’s.



CORE FACTS

ABOUT THE ACADEMY

Type of school	Academy within a multi academy trust
Age range	11-18
Number of students	1786
Pupil Admission number	310
Number of students in the sixth form	291
% pupil premium students	14.45%
% students with an EHCP	1.17%
% students with EAL	3.36%
School Group	8
Number of teaching staff	149
Total number of staff	280
Annual Budget	£9 million
Ofsted Status	Section 5 Inspection in Feb 2011 – Outstanding Section 8 Inspection in Sept 2014 – Outstanding

For candidates who are invited to interview further documentation will be available including the latest School Improvement Plan and detailed data on current progress.

JOB DESCRIPTION

KING ALFRED'S ACADEMY

SALARY: L35-41 £90,733 - £105,132

(BASED ON NATIONAL PAY AND CONDITIONS 2017-2018)

THE FOLLOWING JOB DESCRIPTION AND PERSON SPECIFICATION DESCRIBE OUR EXPECTATIONS OF THE ROLE AND THE QUALITIES WE SEEK IN PROSPECTIVE CANDIDATES.

Working with the governing body, the Headteacher will provide the leadership and direction necessary for the Academy to deliver the highest quality of teaching and learning to its students in order to raise overall standards of achievement, and to enable students to make good academic and developmental progress through each of the three key stages.

The detail of how these aspirations will be delivered are explored through the Headteacher Appraisal Process conducted by the Governors and the Chief Executive of the Vale Academy Trust.

The Headteacher is responsible for the day-to-day operational, management and organisation of the Academy and shares the strategic vision with both the governors of King Alfred's and the Vale Academy Trust.

The Headteacher is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all; for contributing to the development and implementation of policies and practices; for the safeguarding and welfare of students and for ensuring that resources are efficiently and effectively used to achieve the Academy's aims and objectives. The Headteacher should also secure the commitment of the wider community by developing and maintaining effective networks with, for example, other schools, higher education institutions, employers, and with the Vale Academy Trust. The Headteacher will be expected to model excellent teaching and to teach a small part

of the timetabled curriculum in their chosen subject specialism whilst operating an 'open door policy' in this National Teaching School.

Expected Outcomes

The Headteacher's effective leadership will result in:

An academy where:

- There is a positive ethos that reflects the Academy's commitment to high achievement, effective teaching and learning, and good relationships
- Staff, students, governors and parents have confidence in the leadership and management of the Academy
- Staff, students and governors recognise their



accountability for their tasks and contribute fully to the development and successful implementation of policies and practices

- The life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life
- Effectiveness is kept under rigorous review
- Links with the wider community contribute to students' attainment and personal development
- Efficient and effective use is made of staff, accommodation and resources
- Delegated responsibilities ensure that finance and administration are effective, and the carefully costed development plan is focused on improving educational outcomes
- Everyone shares the vision and works collaboratively with others within the Vale Academy Trust

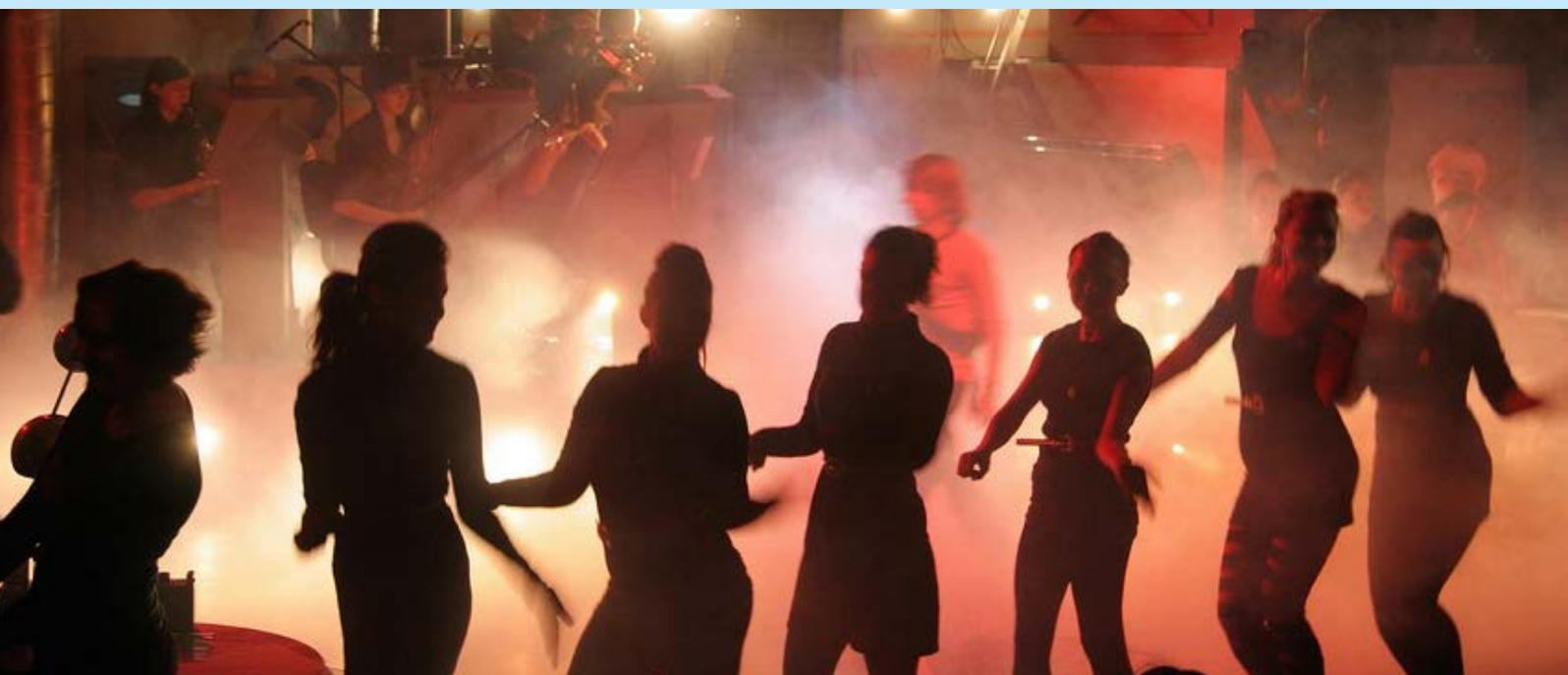
Students who:

- Become confident, independent learners
- Make progress to at least expected or better than expected standards
- Have experiences and take opportunities which support their social and emotional development as well as their academic attainment

- Are well prepared for internal and external examinations
- Are enthusiastic about the subjects they are studying and are highly motivated to learn more
- Through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment
- Engage in a wide range of enrichment activities, both within the school and the local community

Teachers who:

- Ensure rapid improvement of all pupils
- Have a secure knowledge and understanding of the subjects they teach
- Set high expectations for all pupils
- Plan and deliver lessons that address the needs of all pupils within the class
- Employ the most effective approach(es) for any given content and group of pupils, including e-learning
- Pace lessons appropriately, using time and resources effectively
- Regularly mark and assess pupils' work and reinforce and extend pupils' learning and achievement through setting consistent and challenging homework
- Understand the importance of a regime of rules



and discipline

- Are systematically monitored, evaluated and supported in their work
- Set challenging yet realistic targets that are aspirational for all pupils.

• **Governors who:**

- Know their school well
- Are supported by the Vale Academy Trust
- Fulfil their statutory responsibilities and hold the leadership team to account for the quality of education it provides and the standards students achieve.

Parents who:

- Enjoy an effective partnership with King Alfred's in order to support their child's learning and development
- Are kept fully informed about their child's achievements and progress.

The Headteacher should have knowledge and understanding of:

- What constitutes high quality in educational provision, the characteristics of effective schools, and strategies for raising pupils' achievement and

promoting their spiritual, moral, social and cultural development and their good behaviour

- How to build and develop an effective leadership team through appropriate delegation, making the most of individuals' skills and expertise
- How to support the use of comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for progress and improvement
- Requirements and models for the curriculum and its assessment
- Effective teaching and assessment methods
- Political, economic, social, religious and technological influences that have an impact on strategic and operational planning and delivery
- Different leadership styles and practices and their effects in different contexts within the Academy
- Management, including employment law, equal opportunities, legislation, personnel, external relations, finance and change
- The national policy framework and the complementary rules and functions of government and national bodies
- An understanding and awareness of how a large secondary academy operates within a local multi academy trust.



PERSON SPECIFICATION

KING ALFRED'S ACADEMY

Qualifications and Training

Qualified Teacher status	Essential
NPQH	Desirable
Evidence of further professional development	Desirable

Relevant Experience

Extensive and recent experience as part of a successful senior management team in a school at Deputy Head level or equivalent	Essential
Experience as Headteacher	Desirable
Proven track record of raising standards in teaching and learning through effective planning, assessment and record keeping	Essential
Experience of successful management of change, including evaluating problems, developing and implementing appropriate solutions and monitoring effectiveness	Essential
Experience of effective and successful financial management within a school	Desirable
Experience of leading, motivating, supporting, challenging and developing staff to secure improvement	Essential
Successful leadership and team working, and an ability to make decisions under pressure when required to do so	Essential
Proven experience of managing successful performance management	Essential
Experience of effective working with Governors	Essential
Teaching experience across at least two of the 3 Key Stages (KS 3, 4 and 5)	Essential
Experience of external collaborations and partnerships	Desirable

Relevant Experience / Attributes

Excellent interpersonal skills	Essential
Good numeracy and data handling skills, especially in relation to pupil data	Essential
Effective team leader who understands the importance of personal development for all colleagues	Essential
Capacity to understand and provide for the whole range of pupils' needs and abilities	Essential
An understanding of and commitment to promoting and safeguarding the welfare of pupils	Essential
Ability to motivate and develop commitment among teaching and non-teaching staff	Essential
Ability to prioritise and manage personal workload and set an example of effective delegation	Essential



Knowledge

Knowledge of major issues in teaching and learning and curriculum development	Essential
Knowledge of Ofsted criteria and implications of Ofsted judgements	Essential
Understanding of the importance of working collaboratively with all stakeholders in the Trust, including the wider community and other local schools	Essential

Personal Qualities

Ability to create, inspire and promote a culture of high achievement for all	Essential
Ability and enthusiasm to promote and shape the vision and values of the learning community	Essential
Ability to plan, prioritise, monitor, evaluate, influence and lead effectively in a healthy culture of accountability	Essential
Ability to recognise and nurture strengths and skills in others and delegate appropriately	Essential
Ability and willingness to relate to pupils of all ages in order to motivate them to achieve their potential	Essential
Ability to motivate and develop commitment among teaching and non-teaching staff	Essential
Integrity, commitment, enthusiasm, energy to persevere and succeed in delegation	Essential
Commitment to working collaboratively as part of the multi academy trust and to take responsibilities and opportunities that arise from being part of the Trust	Essential

Safeguarding

Our selection process will assess rigorously all candidates' suitability and their commitment to safeguarding children. This will include:

- Testing candidates' understanding and commitment to safeguarding children
- Identifying gaps and anomalies in career histories and examining original certificates of professional qualifications and proof of identity

Asking referees specific questions about:

- Reasons to doubt a candidate's honesty, trustworthiness or reliability
- Whether candidates are currently the subject of any form of disciplinary or competency inquiry or warning
- Any disciplinary offences relating to children, including any in which the penalty is "time expired"
- Any child protection concerns

We reserve the right to contact referees to check any concerns arising from the application, reference or interview.

Please ensure one of your referees is your current or most recent employer. If you do not name your current Local Authority or Academy Trust we will contact them to seek a reference.

APPLICATION PROCESS

Candidates are requested to complete a Vale Academy Trust Application Form – downloadable from the TES portal or from the Vale Academy Trust's website under "Vacancies" via <http://www.vale-academy.org/vacancies/>

Completed application forms should be emailed to:
vroberts@vale-academy.org by **10am** on **Monday 19 February 2018**.

Timeline: Appointments for school visits will ideally take place on **Wednesday 7th** and **Thursday 8th February** by prior appointment with **Vicky Roberts** who is contactable via the email address above, or on **07387 019785**.

Interested candidates are also invited to contact the CEO of the Vale Academy Trust, **Simon Spiers (07790 956162)**, prior to application for a preliminary conversation or in the event of any questions about this post.

Shortlisting will take place on **Wednesday 21st February**.

Interviews will be held on **Tuesday 6th** and **Wednesday 7th March**
(2-day process)

