



The Langley Academy Secondary
Slough, Berkshire
Deputy Headteacher
Application Pack



Contents

Thank you for your interest in the Deputy Headteacher post at The Langley Academy Secondary

This pack contains:

- Letter to candidates
- Details about the Sponsor and The Annabel Nicoll Foundation
- Information about The Langley Academy Secondary
- Information about The Langley Academy Primary and the Parlaunt Park Primary Academy
- The job description and person specification

We hope that you find the pack informative and useful. If you do have any further questions, then please contact The Langley Academy Trust via the details below:

Sarah Friend

sarah.friend@langleyacademy.org

01753 214468

Deadline for applications:

Monday 16 October 2017 @ 09:00

Interview dates: Thursday 19 and Friday 20 October 2017

If you wish to visit the academy prior to application then please contact Sarah Friend

sarah.friend@langleyacademy.org

You can also visit our Trust website at

www.langleyacademytrust.org

Please take the time to review our Child Protection Policy:

[http://www.langleyacademytrust.org/documents/policies/trust/ChildProtectionPolicy\(TLAT\)\(February2017\).pdf](http://www.langleyacademytrust.org/documents/policies/trust/ChildProtectionPolicy(TLAT)(February2017).pdf)

Dear Applicant

Thank you for your interest in The Langley Academy and the position of Deputy Headteacher. This is an exciting opportunity to join our very vibrant school community and work in a beautiful setting.

We are looking for someone who is highly committed, motivated, and resilient with a clear vision for the role. We need an individual who will contribute to the Academy's vision for the future, playing a pivotal role in going the extra mile to ensure that all students and staff achieve their very best.

At the Academy, we believe that students come to school to learn and achieve in order to live full and enriching lives. We want to empower them to contribute positively to their family, the community and the wider world. The staff, governors and trustees work hard together, along with parents and carers, to ensure that each of our students leave with a set of results of which they can be proud.

We place a strong emphasis on developing students' confidence through opportunities in and beyond the classroom so that they can develop their personal and academic interests. Teachers and support staff seek to meet the needs of all within a rich and balanced curriculum, underpinned by our strapline of Curiosity, Exploration and Discovery. In return, we expect all students to be fully prepared and active participants in their learning. An agreed and established set of ground rules based on respect allows everyone to get the best from lessons, activities and unstructured time.

We also believe in lifelong learning and dedicate time and resources to ensure high quality professional development is available to all. The staff are very enthusiastic and would warmly welcome all teachers with a passion for learning. Please come and visit the academy to truly understand what we are aiming to achieve and whether you would like to be a part of our journey.

Yours sincerely

A handwritten signature in black ink, appearing to read 'alison lusuardi', written in a cursive style.

Alison Lusuardi
Headteacher of The Langley Academy

Dear Applicant

I am delighted that you are showing an interest in the Deputy Headteacher position here at The Langley Academy Secondary. I want to set out the reasons why we think it is so exciting. The Multi-Academy Trust (MAT) encompasses The Langley Academy Secondary, The Langley Academy Primary and Parlaunt Park Primary Academy. Our vision is to ensure we provide an outstanding education for every child in the Trust through high aspirations and quality learning through curiosity, exploration and discovery. By 2021, when The Langley Academy Primary has a full complement of year groups, we will have approximately 2,500 students and 350 staff working in the Trust.

We are looking for someone who is looking to be part of this vision. The Trust is in its fourth year and therefore very much still in its infancy and the continued development of an appropriate infrastructure is vital if we are to meet our strategic objectives. Both Primaries will be the main feeder schools with right of entry as part of the admissions policy. This means that the curriculum, assessment and pedagogy will be developed as a Trust to ensure our young people make rapid progress throughout.

A significant advantage of our approach is the capacity to provide outstanding in-house CPD as we will have excellence in each academy that can support professional development for those starting their careers or for those wishing to gain further responsibility. This capacity is further enhanced by understanding the significant resource the student body provides. Students in the secondary develop programmes of study for their careers whilst providing an invaluable service at each Primary. This might take place through the Duke of Edinburgh programme, our community service programme or the Child Development NVQ. In essence an academy improvement programme 'on tap' for each academy in the Trust. This will also give us the ability for each academy to respond to problems quickly. For example, staff across the Trust are able to lead on INSET days allowing us to access best practice.

One of the greatest qualities of the Trust is the Sponsors. Having worked with them since my appointment as Principal of The Langley Academy in April 2012, I cannot praise them highly enough. Annabel Nicoll is the Sponsor of the Trust. She has boundless energy and enthusiasm all directed at giving youngsters a better life. As a result of her work, students here have quite simply been afforded opportunities that many young people elsewhere in the country just would not get. The successful applicant will be able to draw on this support and networking opportunity to develop their own career and importantly offer a better education for the young people.

We are aspirational and want to be the best MAT in the country with each school rated outstanding as soon as possible. We believe the economies of scale, the cross-phase opportunities for students and staff development, the ability to respond to each other's needs quickly and the 'can do' approach to everything we do, will make the working environment simply extremely exciting.

Yours sincerely



Rhodri Bryant
Executive Principal of The Langley Academy Trust

About the Sponsor and the Trust

The Annabel Arbib Foundation is a registered charity. Originally named The Arbib Foundation it was established in 1987 to support the philanthropy of Sir Martyn Arbib and his direct family. The Foundation provides charitable donations and financial support to organisations and causes around the UK with a focus on the Thames Valley. The Foundation took a leading role in establishing the River & Rowing Museum in Henley-on-Thames which opened in 1998 and attracts over 100,000 visitors per year. The Foundation continues to be the main sponsor of the educational side of the museum.

The other principal beneficiary of the Annabel Arbib Foundation is The Langley Academy Trust. The Foundation is the sponsor of the Trust, created through Department for Education's Academies Programme, and The Langley Academy opened in September 2008.

In 2015 Sir Martyn Arbib retired as Chairman of The Arbib Foundation and his daughter Annabel took up the Chair and uses the Foundation, which has been renamed The Annabel Arbib Foundation, to support her own philanthropy continuing the focus on The Langley Academy Trust. In September 2016, Oona Stannard became our new Chair of the Trust, allowing Annabel time to focus on the things she really wants in the Trust, working and talking with children. Oona comes with a wealth of experience in the education sector as do a majority of our Trustees and Governors, indeed this is a real strength. You can find out more about the team on our website.

The Langley Academy Trust is a unique Trust that serves the young people of Langley, Slough and further afield. Our Trustees are a Board of interesting and experienced professionals who bring energy, enthusiasm and wisdom to their role. They share the ambitions of the Trust senior leaders to achieve the best possible outcomes for all children and students within the Trust.

The Langley Academy Primary is a three-form entry Free-School, sponsored by The Langley Academy Trust. It opened in September 2015 with 90 very excited Reception children and parents; the intake will grow year on year until it reaches capacity of 630 children in September 2021. In September 2016, we opened the new build which now serves 2 year groups with 180 children in total and an ever increasing nursery.

The Trust's strong vision, high aspirations and determination to succeed in providing an outstanding education for children in the community are clearly evident throughout The Langley Academy Primary's positive learning environment. Our supportive ethos, child-centred approach, rich curriculum based on first-hand experiences have ensured children are confident, independent learners, displaying Curiosity, Exploration and Discovery.

Although still in our early days, we have received very positive feedback from our latest DfE monitoring visit in March 2017 and the Local Authority Early Years Team. The visits confirmed the Trust's review of the school and highlighted that the likely judgment in any future Ofsted inspection would be outstanding.

Throughout their growth period, under the guidance of The Trust and by working closely with Parlaunt Park Primary Academy, The Langley Academy Primary looks forward to shaping a new 21st Century Educational Experience.

Parlaunt Park Primary Academy is a popular school with recently modernised buildings that converted to a sponsored Academy within The Langley Academy Trust in September 2014.

Parlaunt Park Primary Academy caters for children between the ages of 3 and 11 years. The school was originally built in 1952 as a separate Infant and Junior School. The two schools were amalgamated in 1987 under one Headteacher. Major works were undertaken to enlarge its buildings following an expansion to a three- form entry school in 2009. The school has 635 children on roll plus a part time 39 fte Nursery provision.

The pupils come from diverse ethnic backgrounds which is typical for Slough, with the major groups being White British, Indian and Pakistani. There are smaller proportions of pupils from a wide range of other

minority ethnic groups including Eastern European as well as a small group of Traveller children. The proportion of pupils with learning difficulties and/or disabilities is average. Just over a third of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. There is a breakfast and an after-school club.

Every child who attends Parlaunt Park Primary Academy is viewed as unique and treated as such. Children are encouraged to become independent thinkers with a love for life and learning. Their enthusiasm is stimulated by dedicated staff members who share the ambitions of The Langley Academy Trust to motivate the pupils to be inquisitive and thoughtful learners who will go on to success at Secondary School and beyond.

Parlaunt Park Primary Academy has developed holistically since it joined the Trust in September 2014. The curriculum has been honed to reflect the learning needs of the children and the strengths of the staff. RWI and T4W [Read Write Inc/Talk for Writing] are two key components of our literacy pathway. The wider curriculum is under review with both The Langley Academy Primary and Parlaunt Park Primary Academy embarking on an exciting journey over the next six years to map a new Primary curriculum and educational direction for the children encompassing first hand experiences, based on a thematic approach to learning and linked to visits and journeys and encompassing Museum Learning.

About The Langley Academy Secondary

The Langley Academy is housed in an iconic building, and bases its curriculum model on curiosity, exploration and discovery. We specialise in Science and strive to be at the forefront of Science education. We pioneer the use of museum learning and have developed links with national and regional museums to add an external dimension to learning. We aim to become a centre of excellence for sports, notably rowing and cricket. We have won our first rowing competition on the water and we have several National and European indoor champions. We are the only state school that runs an MCC Foundation Hub to spot cricket talent in Slough. At the heart of our vision, we aim for the highest achievement for all and to provide a welcoming, imaginative and creative environment which enriches the lives of all involved. You will see this in our building. We aspire to instil traditional values and promote respect for other beliefs. We are proud of what we and our students have achieved and we are confident that we will continue to achieve high standards for all our students and our local community.

In our most recent Ofsted inspection in February 2013, The Langley Academy was rated “good with outstanding elements”. The Ofsted report states that:

The main reason why achievement is good is because the majority of teaching is typically good and sometimes outstanding, and it is well matched to the needs of most students. Students have outstanding attitudes to learning. Behaviour is excellent. Relationships throughout the academy are extremely positive and this ensures that the academy is a calm, purposeful environment in which to learn. The sponsors’ vision permeates all aspects of academy life and the Principal, Leadership team and those who lead subjects and house groups are relentless in driving improvement.

We recognise this report is 4 years old but the above statement remains very accurate today.

Our results in each Key Stage are strong. At KS4 we achieved 63% A*-C (4+) including English and Maths with a progress 8 score of +0.25 (2016/17 +0.22) placing us in the top 20% of schools. Overall our VA data for the last 4 years has been sig+ with 9 out of the 18 KPI as significantly above the national average. You will be able to find out more about our results and trends if you are invited for interview.

Benefits of working across the Trust

- We have a Wellbeing Group who meet on a regular basis. The group consists of teaching and non-teaching staff. Staff Wellbeing is very important to us.
- We have a generous Staff Absence Policy that reflects strong staff attendance and a can-do attitude
- Access to a weekly CPD programme that includes various Leadership programmes eg NQT and Middle Leader Programme across the Trust, NPQH, NPQSL, NPQML
- A subsidised Christmas Party is offered to all staff across the Trust.
- Flu vaccinations are offered every September to all staff across the Trust.
- PPA periods are on timetables and cannot be used for cover purposes.
- We have 4 Cover Supervisors reducing the amount of cover required by teachers.
- A very strong Behaviour for Learning Policy in place supports staff. Poor behaviour is not tolerated.
- A generous contribution is made towards pensions.
- Enhanced sick pay arrangements.
- Free car parking.
- Lunch provided for staff on INSET days.
- Working in a very modern environment.

Job Description

Deputy Headteacher

Salary/Grade

L18 -22

Purpose of the job

To lead with the Headteacher in the day-to-day running and strategic development of the academy.

To assist the Headteacher in ensuring the achievement of the highest possible educational standards, creating an atmosphere and structures in which students feel valued and staff have high expectations of them.

Reporting to

Headteacher

Liaising with

Headteacher, Directorate and Leadership Team, ISSP, SASH, external agencies and parents

KEY FUNCTIONS

- To lead with the Headteacher and directorate the day to day running of the academy
- To deputise for the Headteacher
- To assist the Headteacher in leading the development of learning, teaching and the curriculum within the academy, so that it is of the highest quality and meets the needs of all of our learners
- To take responsibility for key aspects of the day to day running of the academy as specified by the Headteacher
- To assist the Headteacher in leading the development of learning and teaching within the academy so that it is of the highest quality and meets the needs of all of our learners
- To uphold the values and ethos of the academy, always presenting the positive face of the academy to staff, students, parents/carers and other stakeholders
- To be a key driver of the Academy Improvement Plan and relentlessly pursue and review its objectives

SPECIFIC RESPONSIBILITIES

The exact detail of the post will be determined by the skill set that best complements the current skills, attributes and experiences of the senior team. The postholder will, under the Headteacher's overall direction, be expected to contribute to the leadership of the Academy on a range of issues. It is Academy policy to review and redistribute specific responsibilities within the Directorate periodically.

The particular responsibilities of the post will be specified upon appointment. However, there will be some key areas that are likely to form part of the job description.

- To lead on teaching, learning and curriculum development
- To lead on all aspects of our Professional Development Programme
- Contribute to our Quality Assurance process
- Support the Headteacher in leading the Leadership Team
- Chair and lead meetings of The Directorate and Leadership Team as required
- Attend meetings of Governing Body Committees as required
- Manage the work of Lead Practitioners, ITCO and Heads of House, ensuring that the post holders lead effectively to support learning and high standards of progress
- Line manage the work of one or more Heads of Faculty, ensuring that the post holder leads the relevant subject team effectively as evidenced by the quality of learning and teaching and associated student progress
- Support colleagues in these subject areas in dealing with disciplinary issues
- Play a leading role in the process of monitoring and reviewing the Improvement Plan
- Take part in the academy Performance Management Policy, appraising staff as required and using the process to develop the personal and professional effectiveness of the appraisee
- Undertake any other tasks as reasonably required by the Headteacher

This job description should be read in conjunction with the Statutory Requirements contained in the current version of the Academy Teachers' Pay and Conditions document.

Key Processes

All members of the Directorate are expected to contribute to the following processes:

Strategic Direction and Development of the Academy

To work with the Headteacher and The Langley Academy Trust, and the local community to provide and communicate vision, purpose and leadership of the academy, to secure:

- safety and security of all students;

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- a forward thinking agenda to meet the needs of learners in the 21st century;
 - a clearly defined culture of learning;
 - a fully inclusive school which meets the needs of all students;
 - a self-evaluating, self-managing school;
 - outstanding teaching, learning and achievement;
 - strong links with the local community and neighbouring schools.

To work with the Headteacher to draw up, implement and review a strategic and operational development plan that, through consultation, identifies appropriate priorities and targets to ensure:

- that the academy meets the needs of all learners;
- every learner achieves to her/his full potential;
- students' behaviour towards and respect for other students and adults is of the highest standard;
- partnerships within the local community that enhance and extend the opportunities for all learners.

In partnership with all educational stakeholders, ensure continuous improvement, the achievement of targets and objectives and the widest possible educational success for our students.

To ensure that the organisation, management, finance and administration of the academy supports its vision and aims.

To establish, monitor, evaluate and review the effectiveness of the academy's policies and provision.

Teaching and Learning

To create and maintain an environment which promotes and secures excellent teaching, effective learning, high standards of achievement, good behaviour, self-discipline and respect for others.

To ensure the learning needs of all pupils are met irrespective of their background, religion, race, class, ability or gender and to monitor and evaluate the progress of each group.

To ensure effective strategies and services are in place to meet the needs of SEN students within a fully inclusive provision.

To ensure that the management and organisation of the curriculum provides continuity across all key stages, meets statutory requirements and the individual needs, aptitudes and interests of the students.

To monitor, evaluate and review teaching, learning and the curriculum to identify areas for improvement and set targets for the school, staff teams, individual staff and students.

Extend the curriculum and improve pupils' achievements and personal development through effective links with parents, the local community and neighbouring schools.

To promote respect and understanding of different cultures, languages, ethnic groups, including faith groups.

To promote and enhance students' spiritual, moral, social and cultural development.

Leading and Managing staff

To lead, motivate, support, challenge and develop staff to secure continuous improvement.

To develop strong links and effective working relationships with parents, governors, the local community and neighbouring schools.

To implement and sustain effective systems for the review and performance management of staff.

To manage the appraisal process to achieve the academy targets.

To motivate and enable staff to develop their knowledge, skills and expertise through high quality continuing professional development.

To ensure that the professional duties of staff are fulfilled, as specified in their appropriate Terms and Conditions of Service.

To prevent and address discrimination in all its forms and promote a tolerant, caring community.

To guarantee equal opportunities in the appointment and employment of all staff in line with Safer Recruitment guidelines.

To working with other members of the Senior Leadership Teams across The Langley Academy Trust to ensure that the assessment and tracking of students' progress and performance is rigorous, in line with assessment policy and provides the required dashboard information for Trustees to monitor overall performance.

Efficient and Effective Deployment of Staff and Resources

To recruit, develop and retain high quality staff.

To deploy staff and resources efficiently and effectively in line with the aims and objectives of the Academy Improvement Plan and within the available budget.

To ensure effective administration, control and audit of budgets and resources to secure value for money.

To manage and organise accommodation efficiently and effectively to meet the needs of learners and meet health and safety regulations.

To work in partnership with partners and contractors to:

- Secure good value for money
- quality assure service levels
- manage and maintain the buildings and the site to a high standard.

Accountability

To provide information, advice and support to The Langley Academy Trust and Local Governing Body to enable it to meet its responsibility for securing effective teaching and learning, maintaining high standards of achievement and obtaining value for money.

To present accounts of the academy's performance in a form appropriate to a range of audiences including governors, parents, the local community, OFSTED, the LA as appropriate.

To ensure that parents, students and the local community are well informed about the curriculum, targets for improvement and the learning opportunities offered by the academy

Person Specification

The items indicated by SS should be covered in the candidates supporting statement with evidence of how the criteria have been demonstrated. The Langley Academy Trust is committed to safeguarding and promoting the welfare of the students and expects all staff and volunteers to share this commitment.

Qualifications and experience	Essential	Desirable	How tested
QTS, Degree or equivalent teaching qualification	✓		SS/Ref
Evidence of continuing career development including aspirations to complete NPQH or equivalent courses	✓		SS/Ref
Safeguarding Training	✓		SS/Ref/FI
Effective teaching, learning and assessment	✓		SS/Ref
Successfully implementing strategies to improve teaching, learning and raising standards	✓		SS/ Ref/FI
Safer recruitment training/recruiting staff		✓	SS/Ref/FI

Professional Experience	Essential	Desirable	How tested
A first class teacher with at least 4 years successful experience (all ability 11 - 18 age range)	✓		SS/Ref/Activity
At least 3 years' experience of leading/managing a staff team	✓		Activity
Proven track record in raising standards of student achievement	✓		Activity/FI
Experience of managing a delegated budget		✓	Activity
Experience of understanding and managing student behaviour	✓		Activity
Experience of constructive cooperation with parents and governors	✓		Activity
Leading/managing a whole school initiative/whole school change	✓		SS/Ref/FI

Professional Knowledge & Understanding	Essential	Desirable	How tested
Strategies for raising student achievement	✓		FI/ Activity
Effective practice and approaches to Teaching and Learning	✓		FI/Activity
How to lead whole school improvement, management and change	✓		FI/ Activity
Current educational trends and thinking	✓		SS/FI/Activity
Evaluating evidence to inform decisions	✓		SS/FI/ Activity
School performance review and self-evaluation processes	✓		SS/FI/Activity
How to use data and information to effect school improvement	✓		SS/FI/Activity
Ofsted framework for school inspection/self-evaluation	✓		FI/Activity
Effective working relationships with the outside agencies		✓	FI/Activity
Experience in the use of ICT as a management tool (eg SIMS)	✓		SS/Ref

Personal Qualities and Skills	Essential	Desirable	How tested
Ideally, we are looking for someone who:			
Can lead, motivate, enthuse and inspire staff and students, and win the confidence of parents and governors	✓		FI/ Activity
Has passion and believes that every student can succeed at The Langley Academy	✓		FI/ Activity
Has a cup half full, positive, can do, solution focused attitude	✓		FI/ Activity
Has the ability to think strategically with imagination, vision, creativity and originality	✓		FI/ Activity
Is able to use ICT confidently	✓		FI/ Activity
Is reflective, self-critical, motivated and ambitious	✓		FI/ Activity
Is an effective communicator and presenter	✓		FI/ Activity
Possesses excellent inter-personal skills	✓		FI/ Activity
Can make tough decisions whilst bringing staff on board	✓		FI/ Activity
Has a life outside school	✓		FI/ Activity
Has a fantastic sense of humour	✓		FI/ Activity
Can plan, organise and delegate effectively	✓		FI/ Activity

Safeguarding	Essential	Desirable
<p>Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by;</p> <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard to the need to safeguard students' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality	✓	
Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	✓	

SS - Supporting Statement

Ref - Written references

FI - Formal interview

Activity - Selection activities

How to apply

Please send your completed application to:

Sarah Friend
The Langley Academy Trust
Langley Road,
Langley,
Berkshire, SL3 7EF

Or alternatively, email it to: sarah.friend@langleyacademy.org

If you wish to visit the Academy prior to application then please contact Sarah Friend on the above email address.

Closing date: Monday 16 October 2017

Interviews: Thursday 19 and Friday 20 October 2017

References will be sought when we shortlist. Your application will be treated in the strictest confidence

The Arbib Foundation and The Langley Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to Funding Agreement and subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check. LAT is an equal opportunities employer.