



**THE RADCLIFFE SCHOOL**  
INSPIRE AND ACHIEVE

# **Assistant Headteacher: Teaching and Learning**

**ISR 13-18**  
**(£63,430 - £71,729)**

**The entry point within the ISR is negotiable  
for a suitably experienced and qualified candidate**

Candidate Information



# Assistant Headteacher: Teaching and Learning

ISR 13-18

(£63,430 - £71,729)

**The entry point within the ISR is negotiable for a suitably experienced and qualified candidate**

*“The Radcliffe School is a Good School” – Ofsted, 2020*

This is an Assistant Headteacher role with a difference. We need a passionate leader who understands that the leadership of standards and teaching and learning at all stages can make a significant and life changing impact on young people’s lives. The successful candidate will join our Good school in September 2024 and will join our highly committed and talented team as we continue on our journey towards excellence.

Your leadership area will be Teaching and Learning. You will lead on the quality of Teaching, Learning and Assessment across the school and on raising achievement to secure the best possible outcomes for students.

Our school ethos is designed to support the whole child and focusses on both academic and personal progress. We believe that for a child to be successful, they need to be able to access the curriculum and adaptations need to be made to teaching for all students to do this. The Assistant Headteacher will enable all staff to develop this ethos to support each individual student in their care.

If you are an excellent teacher, with strong middle leadership experience, and you want to step into Senior Leadership, our School Leadership Team will support you in this role. Alternatively, you may be a candidate with established senior leadership experience, who wishes to further develop your leadership experience in readiness for Deputy Headship, in which case we are keen to hear from you. If you have a proven track record of successfully delivering and leading whole school initiatives, this could be the exciting next step you’ve been searching for to enhance your flourishing career.

Our Senior Leaders value and demonstrate resilience, consistency and an excellent work ethic. You will share their focus and passion for the bigger picture, and you will understand a strategic approach to school improvement. You will bring a level of confidence that will allow you to quickly establish your reputation both within and outside the school, providing a visible, credible and motivating presence. You will have the ability to inspire those around you with your passion, subject knowledge, team ethic and commitment to the highest standards. You will have the capacity to challenge, support and inspire.

We can offer onsite accommodation for new staff in one of our two houses. Each house is semi-detached with three bedrooms and a large garden. Please enquire for more information.

Please go to [www.radcliffeschool.org.uk](http://www.radcliffeschool.org.uk) for more information about the post and an application form. If you are interested in this role and would like to find out more, please email Jo Moloney, HR Manager ([jo.moloney@radcliffeschool.org.uk](mailto:jo.moloney@radcliffeschool.org.uk)) to arrange an informal telephone conversation or visit with the Headteacher, prior to application.

The deadline for applications is 9am on Friday 26 April 2024. Interviews are likely to take place the following week.

The Radcliffe School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post requires an enhanced DBS disclosure. We are an equal opportunities employer.

The Radcliffe School, Christchurch Grove, Wolverton, Milton Keynes, MK12 5BT

Tel: 01908 682 222

[www.radcliffeschool.org.uk](http://www.radcliffeschool.org.uk)

Headteacher: Paula Lawson



March 2024

Letter from the Headteacher

Welcome to The Radcliffe School

Thank you for your interest in the role of Assistant Headteacher: Teaching and Learning.

This is an exciting opportunity at a very exciting time for The Radcliffe School as you will have seen from our last Ofsted Inspection report. You will be joining a friendly and supportive Senior Leadership Team who work closely together to achieve the school's Development Plan with warmth and humour. However, we are also looking for someone who can challenge what we do and offer new ideas and innovations.

Our school is a truly comprehensive school with a very socially and culturally diverse community. However, the one thing everyone has in common is the supportive culture we all value so highly. Our school has been described as warm and welcoming and that is something I am particularly proud of. We strive to support our students but also each other. This is often achieved through our well established and experienced House teams. Whether it's developing and realising career ambitions or improving classroom practice, you will not find a more collaborative and helpful staff team. (Yes, I know I am biased!)

The staff who support learning across the school have worked hard to drive through the necessary improvements to improve the quality of education for students in every lesson. You will be working with lively, energetic and enthusiastic middle leaders who have brought the team together to communicate a love of learning across the school community. They share teaching strategies and ideas regularly as part of their department meetings and this has made a real difference to the ethos of the departments and how students perceive the curriculum.

Our school has always supported an inclusive ethos and we have worked together to develop a curriculum and learning ethos on which to build. Our aim is to consolidate the Good standards and build on them to secure The Radcliffe School as Good or better for the longer term. What we have achieved so far will enable us to support our students' education and outcomes so they have the best and broadest opportunities open to them. Which is why "Building Brighter Futures Together to Inspire and Achieve" is something we really believe and live by every day.

If you would like to discuss this post with me, please email me on [p.lawson@radcliffeschool.org.uk](mailto:p.lawson@radcliffeschool.org.uk).

I look forward to hearing from you.

Yours sincerely

Paula Lawson  
Headteacher



## Assistant Headteacher: Teaching and Learning

### Introduction

The Assistant Headteacher will be required to lead on the quality of Teaching, Learning and Assessment across the school and on raising achievement to secure the best possible outcomes for students.

The Assistant Headteacher will meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document. The post will require you to work in partnership with the Headteacher, governors and staff to ensure the continuous improvement and effective operation of the school.

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

### SPECIFIC RESPONSIBILITIES:

#### Specific responsibilities include:

- To lead on the quality of Teaching, Learning and Assessment across the school.
- To lead on raising achievement to secure the best possible outcomes for students.
- To lead on overseeing reading to the benefit of all students in the school.
- To lead on teacher training and all staff induction processes.
- Work closely with the Headteacher to ensure appraisal links with CPD.
- To lead on monitoring Teaching and Learning standards and link to Performance Management.
- To lead, monitor and keep records of Lesson Observations / Learning walks / Work scrutinies - for development of staff training and performance management purposes.
- Support with leadership of Teaching and Learning with middle leaders.
- To lead and coordinate teaching staff support programmes where appropriate, ensuring an increase in the number of teachers moving to Good and from Good to Outstanding so that teachers are fully developed and retained.
- To support the drive for whole school consistency in marking, baseline testing, levelling, assessment, schemes of work and their application.
- To lead on establishing and maintaining a collaborative learning culture in the school.
- To support students in transitioning from primary to secondary with all aspects of their learning.

#### Wider responsibilities

- In collaboration with the Headteacher and School Leadership Team, lead the vision for the school, ensuring the implementation of school systems aligned to continuous development and improvement of practice and outcome.
- Support the Headteacher, to ensure that all statutory and best practice systems to safeguard children are in place and that there is appropriate support for pupils who are vulnerable or at risk such that they achieve positive outcomes.
- Ensure the vision, ethos and core values of the school are regularly and clearly communicated to staff, pupils, parents and carers.
- Support colleagues who lead strategically and operationally on child protection and safeguarding, demonstrating measurable outcomes.



- Coordinate staff training in adapting the curriculum for students.
- Ensure all statutory requirements are met, including those relating to training.
- Ensure CLEAR values are followed leading to exceptional levels of pupil engagement and behavioural standards.
- Champion the provision for vulnerable pupils, including Looked After Children and those with SEND.
- Line manage designated staff and key departments.
- Maintain a strategic oversight of data, preparing reports and proactively identify trends.
- Monitor standards and identify areas of improvement to raise standards.
- Ensure policies are clear, relevant and current and are implemented consistently across the school.
- Ensure that effective systems of rewards and celebration are in place for all pupils.
- Ensure that highly effective learning and enrichment programmes are in place to equip pupils with the skills needed to access the curriculum, grow as learners and thrive in the world of work.
- Maintain a positive and proactive link with parents, carers and outside agencies.
- Have ambitious expectations for all pupils irrespective of social or academic barriers.

The main requirements are detailed below and involve a commitment to:

### **1. SHAPING THE FUTURE**

- To support the Headteacher and governors in establishing a vision for the future development of the school.
- To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school.
- To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas.
- To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues.
- To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account.
- To contribute to the self-evaluation of the school.

### **2. LEADING LEARNING AND TEACHING**

- To provide appropriate training for staff on effective strategies that support pupil progress.
- To promote the active involvement of students in their own learning.
- To contribute to the development of a broad and rich curriculum that meets the needs of the range of students in the school.
- To monitor and evaluate classroom practice.
- To provide support for colleagues in improving their classroom practice.

### **3. DEVELOPING SELF AND WORKING WITH OTHERS**

- To promote equal opportunities and safeguard the safety and welfare of all those in the school.
- To contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount e.g. through taking school assemblies and having an oversight of all educational off-site activities.



- To support the development of collaborative approaches to learning within the school and beyond.
- To support the induction of staff new to the school.
- To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members.
- To engage in relevant professional development activity as necessary and to guide staff in their training and personal development.

#### **4. MANAGING THE ORGANISATION**

- To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements.
- To develop action plans in specified areas of responsibility, to bring about improvements.
- To lead on the development and implementation of school policies relating to issues such as assessment, recording and reporting.
- To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.
- To take responsibility for Performance Management of identified staff.
- To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money.
- To maintain a high profile in the life of the school through being a visible leader around the site, running a duty team and by attending extra-curricular events.
- To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance.

#### **5. SECURING ACCOUNTABILITY**

- To support the governing body in meeting its responsibility to account for the performance of the school.
- To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review.
- To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school.

#### **6. STRENGTHENING COMMUNITY**

- To gain an understanding of the diversity of the school community.
- To contribute to policies and practice which promote equality of opportunity and tackle prejudice.
- To contribute to the development of opportunities for students to enhance their learning within the wider community.
- To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement.
- To promote links and good relationships with the local community and outside agencies.



PERSON SPECIFICATION A: Application; I: Interview; R: References	Essential (E) Desirable (D)	Evidenced*
<b>Qualifications, Experience and Professional Development</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Honours Degree or equivalent.</li> <li>• Professional Development in preparation for Senior Leadership, including having started or completed the NPQSL.</li> <li>• Background checks and references show no issues of concern with regard to safeguarding children and young people.</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A</p> <p>A</p> <p>A</p> <p>A/R</p>
<b>Leadership and management experience:</b> <ul style="list-style-type: none"> <li>• Successful and sustained leadership within a secondary school/college.</li> <li>• Successfully led, planned, managed and evaluated a curriculum plan which has had a significant impact.</li> <li>• Secure evidence of managing Safeguarding and Child Protection concerns.</li> <li>• Demonstrated the ability to work strategically and successfully.</li> <li>• Working successfully with parents and students to achieve successful outcomes.</li> <li>• Working successfully with other education partners and providers.</li> <li>• Experience of working effectively with governors to enable them to discharge their responsibilities in providing strategic leadership, direction and challenge.</li> <li>• Experience of Sixth Form.</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>A/I/R</p> <p>A/I/R</p> <p>A/I/R</p> <p>A/I/R</p> <p>A/I/R</p> <p>I/R</p> <p>I/R</p> <p>A/I/R</p>
<b>Teaching Experience</b> <ul style="list-style-type: none"> <li>• Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context.</li> <li>• Proven record of outstanding results with examination classes.</li> </ul>	<p>E</p> <p>E</p>	<p>A/R</p> <p>A/R</p>
<b>Shaping the Future</b> <ul style="list-style-type: none"> <li>• Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.</li> <li>• Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement.</li> </ul>	<p>E</p> <p>E</p>	<p>A/I/R</p> <p>A/I/R</p>



<b>Leading Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance.</li> <li>• Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being.</li> <li>• Ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence.</li> </ul>	E	A/I/R
	E	A/I/R
	E	I/R

PERSON SPECIFICATION <i>continued</i>	Essential (E) Desirable (D)	Evidenced*
A: Application; I: Interview; R: References		
<b>Developing Self and Working with Others</b> <ul style="list-style-type: none"> <li>• Understands the significance of interpersonal relationships and strategies for promoting individual and team development.</li> <li>• Knows how to promote an open, fair and equitable culture.</li> <li>• Has a clear understanding of the impact of change and different leadership styles on individuals and organisations.</li> <li>• Ability to communicate appropriately and effectively with a variety of audiences, including children and young people.</li> <li>• Ability to build and sustain networks and alliances in pursuit of organisational goals.</li> <li>• Reads widely to keep abreast of changes in education.</li> </ul>	E	I/R
	E	I/R
	E	I/R
	E	I/R
	E	A/I/R
	E	A/I
<b>Managing the organisation</b> <ul style="list-style-type: none"> <li>• Successful experience of the delegation of leadership responsibilities and management tasks as appropriate and monitoring their implementation.</li> <li>• Understands how to establish and sustain effective organisational structures, systems, policy, and practice.</li> <li>• Knowledge of and commitment to the implementation of the safeguarding agenda.</li> </ul>	E	A/I/R
	E	I/R
	E	I/R





<p><b>Securing Accountability</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these.</li> <li>• Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance.</li> <li>• Ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information and intelligence to monitor progress in every child's learning.</li> <li>• Experience of holding individuals and teams to account for student learning outcomes.</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R</p>
<p><b>Strengthening Community</b></p> <ul style="list-style-type: none"> <li>• Understands the importance of listening to, reflecting, and acting on feedback.</li> <li>• Experience of strategies that encourage parents and carers to support their children's learning.</li> </ul>	<p>D</p> <p>D</p>	<p>I/R</p> <p>A/I/R</p>





## **HOW TO APPLY**

The following guidelines are designed to help you submit a job application in line with our requirements. Please ensure that you comply with the instructions below as, if you do not, the panel will not shortlist you. If you require clarification or have any questions regarding the application process, please contact Jo Moloney, Personnel Manager on 01908 682 289 or [jo.moloney@radcliffeschool.org.uk](mailto:jo.moloney@radcliffeschool.org.uk).

### **Application Form**

Please complete all the sections of the form in full, giving as much detail as possible. Once completed, you must sign and date the application form to confirm that the information and any attachments are correct. Note that CVs will be accepted only if an application form and covering letter are also included in the application.

### **Equal Opportunities Monitoring**

Please ensure that you have completed the online Equal Opportunities Monitoring form or attach the Equal Opportunities Monitoring Form to your application.

Please send these documents to [jo.moloney@radcliffeschool.org.uk](mailto:jo.moloney@radcliffeschool.org.uk) to arrive by the closing date.

### **Shortlisting**

Shortlisting will be completed as soon after the closing date as possible. Shortlisted candidates will be contacted by telephone. We are unable to contact non-shortlisted applicants. If you have not heard from us within three weeks of the closing date you should assume that you have not been shortlisted for interview.

### **Interviews**

Interviews will be held at The Radcliffe School. Candidates may be required to complete a test or exercise relating to point(s) of the job description and criterion/criteria of the person specification.

Candidates who are invited for interview will be required to provide proof of their eligibility to work in the UK by producing verifiable documents. Candidates will be required to bring some photo ID with them on the day of the interview e.g. valid passport, driving licence or identity card.

### **References for shortlisted candidates**

All referees whose details are included on the application form will be contacted before the interview unless you have indicated that you wish otherwise. Appointments will not be confirmed until The Radcliffe School has received two satisfactory references (one must be from your current employer or, if you are not currently in employment, from your most recent employer), confirmation of your fitness for employment, an enhanced Disclosure & Barring Service disclosure and confirmation of your right to work in the UK. Teachers will be required to provide proof of their qualifications (degree certificate(s), QTS).

### **Disabled applicants**

The Radcliffe School welcomes applications from disabled people. If you require any adjustments to enable you to attend the interview please ensure that you have provided this information on your application form. If you are called for interview, please discuss any adjustments you may require to carry out the duties of the role with the interview panel so that the appropriate arrangements and any adjustments can be made if necessary.

(Under the Equality Act, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.)

