



CATHEDRAL  
SCHOOLS  
TRUST



TRINITY  
ACADEMY

**JOB APPLICATION PACK**  
**Deputy Headteacher**



## ABOUT CST TRINITY ACADEMY

Trinity Academy is a dynamic new school opening in September 2019 in Lockleaze, north Bristol. We aim to offer a world-class education that allows every child to achieve beyond what they thought they could – their absolute best. We believe that true education is about the whole child, learning in everything they do, in and out of the classroom to become happy, confident, successful and engaged adults.

We articulate this vision by giving our community three foci: Head, Heart and Soul.

### **The Head - A Place of Learning:**

Pupil progress is absolutely central through great teaching and engaged learning. Expert teachers will deliver a broad curriculum to develop students to have a passion for learning and to find success. We will be a national centre of excellence for teaching. Teaching is a craft. In a culture where it is excellent, teachers talk about teaching, teachers observe each other teach, teachers plan, organise, monitor and evaluate their teaching together, teachers teach each other.

All teachers are learners. There is an expectation of full engagement in continued professional development, continued reading and action research. This will involve regular visits to other schools in the Trust. We will encourage and equip you wherever you are in your career through our Teaching School Alliance and there will be opportunities for you to contribute to developing others across the Trust and beyond.

### **The Heart - A Place of Care and Respect:**

Students will be taught to respect and care for themselves, their community and their environment and we will care for them, ensuring that all students of all abilities achieve their best because they are safe, happy and motivated. A strong emphasis will be placed on belonging to the school community. Our values are extremely important to us at every level of the school. Every adult at Trinity Academy is a pastoral leader. We show care and respect for ourselves by; looking after our own wellbeing including our work life balance; wearing smart business dress; demonstrating consistently high standards of personal conduct.

We show care and respect for each other by; treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper

boundaries appropriate to a teacher's professional position, and by demonstrating consistently high standards of professional conduct, creating a culture of high challenge and high support for colleagues and students. We show care and respect for the environment by modelling the behaviour we expect all to follow.

### **The Soul - A Place of Engagement:**

Whole child learning happens in and outside of the classroom. At Trinity Academy there will be a rich offer of co-curricular opportunities including specialist music and performing arts groups and exceptional sport. Students will find their spark and develop a confidence which will allow them to pursue any further study or employment. We expect staff to fully engage in the co-curricular life of the school. This will be wide ranging with some groups led by specialist teachers and other groups following the interest staff.



We are looking for passionate teachers who care deeply about young people. In the start up period you will need a 'can do' attitude and be willing and flexible to pick up tasks and roles as required. The school will open in temporary accommodation on the site of Stoke Park Primary School with the new £24 million building expected to open in May of our second year. This is a unique opportunity to contribute to the shaping and delivery of a truly excellent school.



# JOB DESCRIPTION

## Deputy Headteacher

### Position Profile

Job Title:	Deputy Headteacher
Responsible to:	Headteacher
Salary:	£60,754 - £67,006 (18-22 on CST Leadership payscale)
Start date:	1st September 2019

### Purpose of the role

The Deputy Headteacher will assist the Headteacher to embed the vision, values and ethos of a new school that will create a truly world class Academy. They will assist with the strategic and day-to-day leadership of Trinity Academy and deputise as required. They will have significant input into the shaping of the Academy and will be key to our success.

### Responsibilities of the role

#### Key Responsibilities

- Work alongside the Head of School, Senior Leadership Team when appointed, Governors, Staff and Students to motivate, inspire and empower all members of the school community to develop and fulfil the vision of Trinity Academy.
- Work alongside the Head of School, Senior Leadership Team, Governors, Staff and Students to develop rigorous and sustainable School Development Planning.
- Take a lead role in curriculum planning and development across the school; be responsible for its quality and effectiveness.
- Create and monitor a school teaching timetable.
- Coordinate and implement tracking and assessment systems to help evaluate student progress and inform interventions.
- Implement systems of review and quality assurance.
- Identify areas or performance requiring improvement, and challenge and support as appropriate.
- Lead in planning staffing organisation and deployment.
- Lead the daily efficient organisation and safe running of Trinity Academy.
- Lead on developing and reviewing school policies.
- Coordinate the effective communication for students, staff, parents, governors and outside agencies.
- Coordinate short-term and long-term planning of the school diary and calendar.
- Keep up to date with current initiatives and outstanding practice disseminating this information where appropriate
- Promote a culture where Health & Safety, Safeguarding and Wellbeing of all members of the community are paramount.
- Line manage areas of Teaching or Support Staff.



## Specific Professional Duties

As deputising for the Head of School is an important role in the operational management of the school and in-line with the school's approach to succession planning, the Deputy is expected to have knowledge and understanding of *The National Standards of Excellence for Headteachers*:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/396247/National\\_Standards\\_of\\_Excellence\\_for\\_Headteachers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf)

## Systems and Day-to-Day Organisation

- Deputise for the Head of School.
- Ensure the smooth day to day running of the school, including overseeing event and calendar planning.
- Proactively identify Health & Safety and Safeguarding concerns and solutions.
- Demonstrate a hands-on understanding of all school systems.
- Facilitate the effective functioning of the school through proactive identification and resolution of problems or issues no matter how seemingly trivial or important.
- Develop and communicate school policies and protocols.

## Teaching and the Curriculum

- Promote and lead in the development of school Teaching and Learning protocols.
- Demonstrate excellent Teaching and Learning practice in the classroom.
- Promote and encourage new initiatives led by other staff.
- Promote and develop a challenging, exciting, relevant curriculum.
- Monitor and review the quality of teaching and learning.
- Monitor and review the achievement of all groups of students, identifying appropriate interventions.

## Behaviour Management

- Maintain and promote high expectations of behaviour and achievement for all students and groups.
- Ensure the use of positive praise and encouragement.
- Deal effectively with behaviour management concerns referred by colleagues and non-teaching staff, and support them in maintaining consistent standards of behaviour.
- Liaise closely with the pastoral leaders and SENDco in managing systems of student behaviour.
- Monitor and review safeguarding systems and concerns.

## Relationships and Organisation

- Provide visible leadership.
- Support other colleagues in their roles both by formal and informal discussions.
- Assist in ensuring the wellbeing of all staff and students.
- Promote a culture where all staff are valued and views can be shared openly.
- Ensure that all staff, including temporary, are aware of and adhere to school policy.
- Maintain effective relationships and channels of communication between school, home and external agencies.
- Establish and maintain effective working relationships with Governors.

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This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

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## Person Specification

Criteria	Essential	Desirable	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree</li> <li>QTS</li> </ul>	<ul style="list-style-type: none"> <li>Higher qualification in education and/or management</li> <li>Achieved NPQSL or NPQH</li> </ul>	<ul style="list-style-type: none"> <li>AF</li> <li>C</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Significant experience at senior level</li> <li>Proven track record of raising educational standards</li> <li>Experience of successfully leading change and inspiring others</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum and pastoral experience at senior management level</li> <li>11-19 school experience</li> <li>Experience of Senior Leadership in more than one school</li> </ul>	<ul style="list-style-type: none"> <li>AF</li> <li>LA</li> <li>SP</li> <li>RP</li> </ul>
<b>Leading Learning &amp; Teaching</b>	<ul style="list-style-type: none"> <li>Ability to lead and inspire high quality teaching and learning</li> <li>Ability to inspire, demonstrate and support the highest of expectations for all</li> <li>Commitment to include and make a difference for every child: to be a '+1' school for all</li> </ul>		<ul style="list-style-type: none"> <li>AF</li> <li>SP</li> <li>R</li> </ul>
<b>Leading Pastoral Care and Respect</b>	<ul style="list-style-type: none"> <li>Believe that every child really matters</li> <li>Have emotional intelligence, knowing when to challenge and when to support</li> <li>Commitment to the encouragement, empowerment and training of staff</li> <li>Commitment to own self development</li> </ul>		<ul style="list-style-type: none"> <li>AF</li> <li>SP</li> <li>R</li> </ul>

Criteria	Essential	Desirable	Evidence
<b>Managing the Organisation</b>	<ul style="list-style-type: none"> <li>Capacity to build on and manage high performance teams</li> <li>Ability to use strong and effective management systems underpinned by clear communication</li> <li>Ability to produce and implement appropriate improvement plans and policies</li> <li>Commitment to the continuation of our strong links and partnerships with governors, staff, parents, pupils, the wider community, other schools and international work</li> </ul>		<ul style="list-style-type: none"> <li>AF</li> <li>SP</li> <li>R</li> </ul>



Criteria	Essential	Desirable	Evidence
<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>Ability to delegate responsibility with accountability</li> <li>Capacity to sustain the ongoing improvement of results</li> <li>Ability to create and implement an effective evaluation schedule that impacts on raising standards</li> </ul>		<ul style="list-style-type: none"> <li>AF</li> <li>SP</li> <li>R</li> </ul>
<b>Strengthening Community</b>	<ul style="list-style-type: none"> <li>Ability to continue to develop the school's response to its changing community</li> <li>Commitment to promoting community links and cohesion</li> <li>Ability to recognise and build on the school's excellent multi-agency links</li> </ul>	<ul style="list-style-type: none"> <li>Experience of developing significant partnerships with external organisations</li> </ul>	<ul style="list-style-type: none"> <li>AF</li> <li>SP</li> <li>R</li> </ul>
<b>Personal Qualities &amp; Attributes</b>	<ul style="list-style-type: none"> <li>Passionate about education</li> <li>An effective communicator</li> <li>Interpersonal awareness and concern for impact</li> <li>Resilient and energetic</li> <li>Firm and fair</li> <li>Lead by example with high professional standards</li> <li>Dynamic and motivational</li> </ul>		<ul style="list-style-type: none"> <li>AF</li> <li>SP</li> <li>R</li> </ul>
<b>Safeguarding Children</b>	<ul style="list-style-type: none"> <li>Ability to ensure and deliver effective safeguarding</li> <li>Commitment to safeguarding and promoting the welfare of children and young people</li> </ul>		<ul style="list-style-type: none"> <li>AF</li> <li>SP</li> <li>R</li> </ul>

Key to method of assessment: AF = Application Form SP = selection process C = Certificate R = References



# ABOUT CST

## INTRODUCTIONS

Cathedral Schools Trust was established in February 2016 to include Bristol Cathedral Choir School (an academy since 2008) and Cathedral Primary School (a free school that opened in 2013). Headley Park Primary School and Victoria Park Primary School, joined the trust in August 2017 and St Katherine's School joined in January 2019. A brief overview of the schools currently in CST is below:

SCHOOL	PHASE	TYPE	NO. ON ROLL	LOCATION
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	983 currently rising to 1150 by 2021	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	241 currently rising to 420 by 2020	College Square, Bristol BS1 5TS
Victoria Park Primary School	Primary	Academy	420	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	420	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine's School	Secondary	Academy	756	Pill Road, Pill, Bristol, BS20 0HU



## VISION

The vision for the trust has evolved over time and is based upon the following guiding principles:

- Made up of a broad and diverse range of schools to include primary and secondary and culturally and socio-economically diverse schools, to become a mixed MAT.
- Working towards a critical mass of approximately 5-10,000 children within a local catchment area of greater Bristol.
- Ensuring that in the first instance, we grow through strong partnerships, generating high aspirations for all pupils, especially the disadvantaged, and building on the existing success of the founding schools and the Teaching School Alliance.
- Allowing each school appropriate earned autonomy and individuality, with high levels of trust and collaboration between schools. Understanding the drivers which led us to develop the trust and ensuring that other schools retain their identity but are committed to meaningful collaboration and using the trust to create new opportunities for both children and staff.
- Ensuring staff and children fulfil their potential and all are valued and nurtured.
- Delivering a commitment to creative, aspirant, innovative thought and action, rooted in evidence and action research.

Within the trust, our expectation is for all schools to be committed to:

- The spirit of co-creation.
- Sharing best practice and contributing to improvement in all schools across the trust and within the Teaching School Alliance.
- Appreciation of the importance of music and the co-curricular entitlement for all children.
- Sharing strengths to raise aspirations and deepen the learning experience for all children within the trust.

Our expectation is for every pupil to have:

- An excellent and inspiring experience.
- An education celebrating a wide range of world views and interpretations.
- Access to enrichment opportunities, in particular around music.

In turn our expectation is for staff to be:

- Recognised and valued.
- Provided with opportunities for learning, career development and opportunities for progression across the trust and the wider education system.
- Listened to with good communication across all levels of the organisation.
- Encouraged to try new ideas and to innovate.

## VALUES

We are a values-driven organisation and expect our new Job Role to aspire to our core beliefs. Our core values are outlined below.

Cathedral Schools Trust (CST) wants our children, and all those who work with them, to be safe, happy and to flourish. We will provide an education that encourages young people to be imaginative, knowledgeable, confident, hopeful, and equipped to make significant decisions. We believe that children will benefit if they learn respect and compassion for one another and for the world. We want them to be full of hope and a force for good.

Our children will have an entitlement to a rich and balanced curriculum. Schools will be encouraged to develop aspects of the curriculum that reflect the needs, interests and aspirations of their community. However, music will play a particularly important role in the life of CST, enhancing the sense of community through performance and celebration.

The trust believes that strong and trusting relationships are at the heart of good education. We hope to create a community of learning that embraces all staff, students and their families, who learn from one another. The focus will be on working in partnership, with a rigorous but collegiate approach to support and challenge amongst school leaders, staff and governors. We will support and build leadership and management capacity, and we will value, nurture and encourage the continual professional learning of staff. We aim to ensure that our staff enjoy working as part of the trust and will actively choose CST as their employer, recognising that they can develop and fulfil their potential. We will always seek to be reflective and to improve.

Our Multi Academy Trust (MAT) will include both community schools and Church of England schools. The trust values diversity and welcomes children of all faiths and none. Our core values of respect, compassion and hope are derived from the Christian heritage and are congruent with all faiths and non-theistic beliefs. To that end, we prize the particular and distinct identity of our partner schools and believe that the conversations we have as we encourage best practice and celebrate diversity, are right at the heart of our existence. We believe that this will be best achieved in an environment that values trust, kindness and creativity.

This is an exciting opportunity to work as part of a multi-academy trust committed to high expectations and excellent provision for all. The new school will work closely with the other schools in the trust, sharing resources and expertise where appropriate, and the Job Role will be expected to forge strong working relationships with the other CST Headteachers. The Trust provides flexible and adaptable learning and development opportunities for all staff, and is committed to the development of future leaders in education. Professional development is further supported by the work of the Teaching School Alliance as well as external events, e-learning, networking opportunities and cross-trust working.

You can find out about the Trust by visiting

[www.cathedralschoolstrust.org](http://www.cathedralschoolstrust.org)



