

THE ROYAL HARBOUR ACADEMY

*A proud community built upon success,
high aspirations and a global outlook.*



DEPUTY HEADTEACHER



Thank you for your interest in our school

Dear Applicant

In 2015, two schools were merged to form The Royal Harbour Academy. The school serves an area of high deprivation with all the challenges that structural unemployment and poverty bring. One of the predecessor schools in particular had struggled to make progress and meet the needs of the local community, dipping in and out of the lowest Ofsted category.

While it has been a long journey, the school has seen significant improvement since the merger and our last Ofsted inspection in 2020 highlighted the change in culture that had taken place. The school has been an associate member of the Coastal Academies Trust for many years and their collaborative support and challenge has been key to the school moving forward. We expect to formally academise in March.

The school is split over two sites with Years 7 and 8 on our Lower Site and Years 9 to 13 on the Upper Site. The Lower Site has an innovative organisational structure and curriculum with students having two teachers deliver the core subjects. The students benefit from fewer teachers which helps support transition from their primary school and with support from our Coastal Academies Trust colleagues at Cliftonville Primary School, we have constructed an ambitious and challenging curriculum that ensures our students make good progress from the moment they join us.

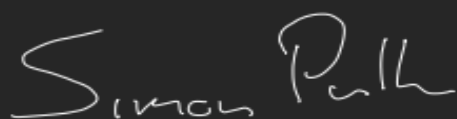
On transfer to the Upper Site, students are able to take advantage of great facilities which provide for a wide range of GCSE options for students at the end of Year 9 and is leading to growing numbers staying on to our 6th Form, where we offer the ambitious International Baccalaureate Career-related Programme.

Staff work well together and everyone shares the common purpose of using education to give our students a hand up in life. To do this we all have to be exemplary professionals, have the highest of expectations for our students, be outcome focused and be excellent role models.

So if you want to make a real difference to people's lives, have a strong sense of moral purpose and want a challenging and fulfilling job, then please do apply for the post.

Please don't hesitate to call me if you would like a visit to see the school.

Yours sincerely



Simon Pullen
Headteacher

DEPUTY HEADTEACHER

The Role:

Following the promotion of our Deputy Headteacher to Headteacher, we are looking to appoint an inspirational Deputy Headteacher to ensure the school continues to progress at a rapid rate.

Candidates must be ambitious, hard working, able to work as part of a team and above all, be student focussed.

Benefits:

- Being part of a team who share a strong sense of moral purpose;
- Being part of a highly successful Trust;
- Excellent professional development programme, including preparation for headship;
- Employee assistance programme, to support you in all aspects of your life;
- Cycle to Work & Technology Scheme;
- Kent Rewards Scheme – access to local and national retail discounts
- An exciting opportunity to make a real difference to our young people.

JOB DESCRIPTION

General Duties:

- Teaching and undertaking all relevant duties of a class teacher while acting in that capacity.
- Taking a leading role in the day-to-day management of the school.
- Implementing, enforcing and exhibiting model adherence to all school policies and procedures.
- Attending and contributing to all meetings of the staff cohort and the SLT.
- Planning and chairing meetings where necessary.
- Cultivating and sustaining effective positive relationships with all staff, pupils, parents, governors and stakeholders.

Strategic direction and school development:

- Contributing to the development of the school's vision, ethos, values and strategic direction.
- Contributing to the formulation, monitoring and implementation of the SIP.
- Supporting staff members to understand and adhere to the school's strategic direction.
- Keeping fully up-to-date with Education policy, including relevant legislation, statutory guidance and good practice recommendations within the sector.
- Contributing to decisions on all aspects of policy in the school.
- Providing advice and support to the governing board to aid it in conducting its strategic responsibility.
- Contributing to annual budget planning and monitoring.

Leadership and Management:

Supporting the Headteacher:

- **Assisting and supporting the Headteacher in all functions of their role.**
- **Deputising for the Headteacher in their absence.**
- **Undertaking duties as delegated by the Headteacher.**
- **Working with the Headteacher to ensure and uphold a clear system of task delegation and devolution of responsibilities for all staff.**

School performance:

- **Working with the Headteacher to set targets, aims and objectives.**
- **Supporting staff to understand and meet the school's targets, aims and objectives.**
- **Evaluating the school's performance in relation to its targets, aims and objectives and working with the Headteacher to adjust the school's practice in line with findings.**

Staff management:

- **Line managing staff as identified by the Headteacher.**
- **Participating in the recruitment process for new staff members.**
- **Motivating staff in their roles and supporting them in aspects of their roles as necessary.**
- **Contributing to the performance management process of staff as necessary, including evaluating performance and challenging underperformance.**
- **Working with the Headteacher to ensure staff access CPD opportunities, and supporting staff to access such opportunities.**
- **Contributing to audits of staff skills and training needs.**
- **Working with the governing board and Headteacher to secure and provide effective training for staff members, e.g. through INSET days.**

Teaching and learning:

- **Monitoring standards of teaching and learning in the school to ensure the highest quality of education for all pupils.**
- **Ensuring reliable processes are in place when assessing pupils' knowledge and understanding of the curriculum.**
- **Ensuring that resources are managed and appropriately allocated across the school to support effective teaching and learning.**
- **Contributing to creating a culture of high attainment and performance where high standards are held for all pupils from all backgrounds, abilities and needs.**
- **Working with the Headteacher and SENCO to ensure that the curriculum effectively supports all pupils with SEND to thrive academically.**
- **Working with the Headteacher to monitor, evaluate and review classroom practice and promote improvement strategies.**
- **Working with the Headteacher to implement systems for recording pupils' progress.**
- **Contributing to the establishment and monitoring of systems to keep parents informed about the curriculum and their children's performance.**

Pupil wellbeing and safeguarding:

- **Taking a lead role in managing pupil behaviour across the school.**
- **Taking responsibility for promoting and safeguarding the welfare of pupils, and supporting the DSL and Deputy DSLs in conducting their duties.**
- **Contributing to a school culture which prioritises pupil wellbeing and mental and physical health.**
- **Being an approachable and professional authority figure for pupils to come to with any issues they may have.**
- **Contributing to the creation of an enriching and positive culture which impacts school life and ensure a positive and respectful attitude amongst pupils and staff in the school.**

Training and professional development:

Actively engaging in CPD to ensure professional skills are up-to-date.

Undergoing training as necessary to ensure that all aspects of the role can be effectively conducted.

Working to consistently meet the 'Headteachers' standards'.

PERSON SPECIFICATION

Qualifications and training:

Essential:

- Qualified teacher status (QTS).
- A degree-level qualification or equivalent.
- Further relevant professional and/or academic study and evidence of CPD.
- Knowledge of current issues in Education.
- A relevant leadership qualification.

Desirable:

- Postgraduate degree

Skills and experience:

Essential:

- Proven successful leadership and management experience in a school.
- Evidence of demonstrating strategic leadership.
- Experience of analysing data and using it to inform future practice.
- Experience of line managing other members of staff.
- Experience of leading whole-school initiatives.

Desirable:

- Experience of making effective use of funding and other resources.

Knowledge:

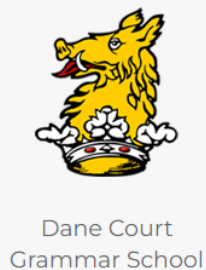
Essential:

- An understanding of how to empower students and staff to excel.
- A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.
- Strong financial planning and management skills.
- A clear understanding of and commitment to promoting safeguarding students.
- Excellent communication skills and proven ability to listen to, understand and work effectively with the school community.
- Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities.

The successful candidate will be:

- Able to demonstrate optimistic personal behaviour.
- Able to build positive relationships rooted in mutual respect.
- Committed to valuing, supporting and encouraging the professional development of all staff.
- Able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement.
- Committed to building and maintaining effective and positive relationships with parents, governors, and the wider school community.
- Able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.
- Able to show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.
- Able to ensure that personal beliefs are not expressed in ways which exploit their position, students' vulnerability or might lead to students breaking the law.

The Royal Harbour Academy, alongside Dane Court Grammar School, King Ethelbert School, Hartsdown Academy and Cliftonville Primary School, is a proud member of the Coastal Academies Trust, a local trust that is proud to serve the citizens of Thanet through the education of their children.





Lower Site - Newlands Lane, Ramsgate, Kent, CT12 6RH

Upper Site - Marlowe Way, Ramsgate, Kent, CT12 6FA

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