

THE ROYAL HARBOUR ACADEMY

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



ASSISTANT 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.

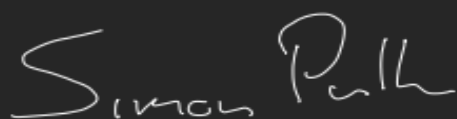
On transfer to the Upper Site, students are able to take advantage of great facilities which provide for a wide range of GCSE options for students at the end of Year 9 and is leading to growing numbers staying on to our 6th Form, where we offer the ambitious International Baccalaureate Career-related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

ASSISTANT HEADTEACHER

The Role:

We are looking to appoint an inspirational Assistant 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

Purpose of the job:

- Be an inspirational leader that creates an ethos and culture of high staff morale.
- Secure excellent teaching for all staff to achieve high standards of learning and attainment across the school.
- Promote excellent teaching by providing structured support, coaching and strategic direction to departments and support staff that you line-manage.
- Use external and internal research and development to innovate and improve teacher practice across the school providing a research-led approach.
- Provide expertise in educational child learning psychology and share this knowledge to develop teaching and teachers practice across the school.
- Understand current curriculum and examination requirements to inform teaching and teacher planning and learning so that pupils are best prepared for external examinations.
- Track, monitor and evaluate teaching and learning across the school and implement quality assurance procedures, reporting regularly to the headteacher and governors.
- Use data analysis to inform development planning that improves the quality of teaching and learning across the school.
- Hold staff you line-manage to account for their professional conduct and practice.
- Lead by example to foster an open, transparent and equitable culture.
- Build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
- Uphold the highest standards of professional and business ethics.
- Keep pupils safe and support the headteacher to implement and oversee the highest possible standards of child protection, prevent strategies and safeguarding throughout the school.
- Represent the school at relevant panels, working groups and meetings as required by the headteacher.
- Undertake other duties and responsibilities as is reasonably directed by the headteacher.

Principal Accountabilities:

- Hold and articulate clear values and moral purpose, focussing on providing a high-quality education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, trustees and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
- Support the Headteacher in communicating a compelling school vision and drive the strategic leadership, empowering all pupils and staff to excel.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing good practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Support the headteacher to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Hold all staff to account for their professional conduct and practice.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Support the headteacher to establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.
- Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Person Specification:

Qualifications:

- Qualified teacher status, degree level qualification, or equivalent
- Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education
- Proven strong, successful leadership and management experience in a secondary school.

Qualities and knowledge – show evidence of:

- Holding and articulating clear vision, values and moral purpose, demonstrating optimistic personal behaviour, and positive relationships and attitudes.
- Demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. Understand how to empower all pupils and staff to excel.
- Implementing, managing and evaluating change in a collaborative way.

Students and staff – show evidence of:

- Raising standards that have impacted positively on pupil attainment and teaching and learning.
- Significant experience in evaluating and using data to plan and improve pupil performance.
- 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 work.
- A commitment to valuing, supporting and encouraging the professional development of all staff members.

Systems and processes – show evidence of:

- An understanding of how to create whole community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of pupils.
- A clear understanding of and commitment to promoting and safeguarding the welfare of pupils.

The self-improving school– show evidence of:

- Building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.
- A commitment to building and maintaining effective and positive relationships with parents, carers, trustees, the wider community and other school.
- Inspiring and influencing others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Excellent communication skills and proven ability to listen to, understand and work effectively with all pupils, staff, trustees and parents.
- The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.

Demonstrate a commitment to:

- Equalities and the Equality Act 2010
- Promoting the school vision and ethos
- High ethical standards
- Relating positively to and showing respect for all members of the school vision and wider community
- Ongoing relevant professional self-development
- Safeguarding and child protection

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.



Cliftonville Primary & Pre-School



Dane Court Grammar School



Hartsdown Academy



King Ethelbert School



The Royal Harbour Academy



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

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

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