



Olive Academies

Head of Academy

OA-Tunbridge Wells

- £80,655 to £88,951
- Teachers' Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit the academy, please phone 01892 519841

[Apply now](#)

Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.

About OA-Tunbridge Wells

Based in the Kent borough of Tunbridge Wells, our academy specialises in alternative provision and special educational needs, supporting up to 50 pupils for whom traditional teaching methods have not worked. Students join us following permanent exclusion from a mainstream school or due to medical needs, or social, emotional and mental health needs, that prevent them from attending a mainstream setting.

Our mission is to provide our pupils with creative, nurturing and inspiring opportunities which re-engage them in learning. By providing a safe and engaging environment, we endeavor to remove barriers and promote the opportunity for students to excel and reach their full potential. We provide a broad and ambitious curriculum, catered to the needs of each individual, delivering the knowledge and skills that our pupils need to succeed in education and beyond. The fundamental principles of our curriculum are:

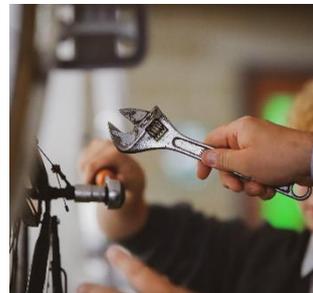
- Giving students real-world experiences.
- Creating a pathway to post 16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.
- Maintaining a culture of respect.

Working in alternative provision can be challenging but with it comes great rewards. This is your chance to improve the education, and lives, of some of the most vulnerable children and young people in Kent.

If you have the experience and enthusiasm to make a lasting difference to the students we support, we would love to hear from you.

Thank you for your interest.

Tony Machin
Executive Headteacher
OA-Tunbridge Wells and OA-Havering



"Olive Academies is far removed from any mainstream setting. It allows for a **contemporary approach** to teaching and **supporting the individual** and diverse needs of young people. "

"I like the fact that **leaders are open-minded** and always **happy to listen.**"

"Working at Olive Academies is such a **rewarding opportunity**, supporting students with complex needs and **making a difference** in their lives where lots of people have given up on them."

"This is such a **special and unique** place to work."

"I love the **flexibility** that comes with working here. You can **tailor the curriculum** to suit the needs of each student. The young people we support experience many obstacles in their life and it is such a good feeling seeing students overcome these to **succeed in their learning.**"

Job description

We are looking for an experienced leader to become our Head of Academy, undertaking the management and leadership of OA-Tunbridge Wells (OA-TW). The successful candidate will champion the trust's vision and values, ensuring OA-TW is a beacon of best practice in the education and care of pupils who have experienced significant challenges in mainstream schools. Through high-quality provision, they will support pupils to re-engage with learning, make strong progress, achieve academically and, wherever possible, successfully return to mainstream education.

Core responsibilities

Strategic leadership

- Provide consistent, motivational and inspiration leadership to staff, pupils, families and the wider OA-TW community
- Ensure delivery of the trust-agreed vision, ethos, aims and objectives
- Oversee the day-to-day running of the academy
- Attend required meetings within and beyond the borough
- Work closely with the executive head teacher

Learning and teaching

- Lead and implement an innovative curriculum that re-engages pupils, supports rapid progress and enables successful reintegration to mainstream
- Lead teaching and learning, and qualification pathways to meet student needs
- Ensure each pupil has a personalised curriculum aligned to their needs
- Develop and maintain effective assessment, recording and reporting systems with high expectations of academic progress for all pupils
- Ensure pupils, parents and dual registered schools are well-informed about attainment, progress and targets

Behaviour, pastoral care and pupil support

- Take responsibility for behaviour, pastoral care, safeguarding and pupil progress
- Implement behaviour policies and promote positive strategies to manage behaviour
- Promote improved attendance, reintegration and progression to further education or training
- Ensure high-quality multi-agency services support educational, social and behavioural needs

Safeguarding

- Lead safeguarding as DSL, working with the safeguarding team and external agencies
- Ensure compliance with safeguarding policies and statutory guidance
- Ensure regular safeguarding training for staff
- Oversee and review the Single Central Record
- Manage child protection, welfare, anti-bullying and admission-related safeguarding
- Report on safeguarding effectiveness to the executive headteacher and advisory board

Staffing, HR and performance

- Recruit and select staff as required
- Implement the performance management policy linked to strategic goals
- Manage ongoing professional development of staff
- Ensure HR policies and procedures are implemented daily
- Ensure timely and appropriate conduct or capability proceedings when required
- Maintain a working environment that attracts and retains high-quality staff and volunteers
- Meeting deadlines and responding swiftly to meet the high standards and expectations of OA

Quality assurance and improvement

- Collect, analyse and use data to drive improvement
- Contribute to quality assurance processes focused on teaching and learning
- Monitor academy performance using transparent targets and reliable data
- Provide accurate information and advice to the executive headteacher and advisory board

Finance, resources and compliance

- Ensure compliance with statutory requirements, including health and safety
- Manage financial and physical resources effectively and within budget
- Contribute to annual budget planning
- Ensure effective deployment of staff for educational quality and value for money
- Ensure correct use and safekeeping of all data and record systems
- Ensure all academy activities comply with legislation and commissioning requirements

Partnerships and community engagement

- Build strong links with stakeholders, community partners, schools and sponsor organisations
- Recruit pupils through effective partnerships with local schools and the Local Authority
- Work with Children's Services to improve outcomes for vulnerable and disaffected pupils
- Collaborate with local industries to develop pupils' understanding of the world of work
- Share expertise with local schools to bring mutual benefits

Enrichment, inspections and other

- Offer a wide range of curriculum enrichment activities for pupils and families
- Contribute to preparations for all external inspections (Ofsted, OA MAT, HSE, auditors, etc.)
- Provide required data and information to the executive headteacher and Senior Leadership Group
- Participate in relevant job-related training
- Undertake other reasonable duties as directed by the executive headteacher or MAT leadership

Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the executive headteacher to carry out appropriate duties within the context of the job, skills and grade.

Person Specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

Qualifications and training

| | | |
|---|---|-----------|
| First degree or equivalent | A | Essential |
| DfE recognised qualified teacher status or Qualified Teacher Learning and Skills status | A | Essential |
| Evidence of participation in recent and continuing professional development relevant to a strategic leadership post | A | Essential |
| Commencement of, or completion of, the NPQH | A | Desirable |
| A relevant post-graduate qualification in education management | A | Desirable |

Experience

| | | |
|---|---------|-----------|
| Significant recent and relevant experience as a deputy headteacher or headteacher | A | Essential |
| Successful implementation of a strategic vision for the development of a learning environment suited to pupils demonstrating a range of needs | A, I, T | Essential |
| Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement | A, I | Essential |
| A minimum of 5 years middle or senior leadership experience relevant to the challenges of the post | A, I, R | Essential |
| Evidence of successful use of monitoring and evaluation strategies to raise standards across an academy | A, I, R | Essential |
| Experience of analysing and interpreting assessment data to ensure effective pupil progress, raise standards and achieve outstanding pupil outcomes | A, I, T | Essential |

| | | |
|--|------|-----------|
| Evidence of managing, planning, and organising major curriculum areas and driving innovations in teaching and learning | A, I | Essential |
| Experience of overseeing safeguarding arrangements in relation to children and young people with complex special educational, social and emotional needs | A, I | Essential |
| Leadership of impactful, specialist programmes for young people with SEMH or other challenging behaviours | A, I | Essential |
| Experience of leading a team that has delivered complex problem solving in relation to pupils with SEMH | A, I | Essential |

Knowledge

| | | |
|---|---------|-----------|
| Knowledge of the features that constitute an outstanding alternative provision academy | A, I | Essential |
| An understanding of the behaviours and qualities of a leader who successfully drives cultural change within an organisation | A, I | Essential |
| Good understanding of the processes that underpin strategic and operational planning, data collection and analysis, and academy self-evaluation | A, I | Essential |
| An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD | A, I, T | Essential |
| Up-to-date knowledge of specialised curriculum for children with SEMH | A, I, T | Essential |
| An understanding of disadvantage and difficult settings | A, I, T | Essential |
| Wide knowledge of teaching, learning and assessment strategies and an openness to new and/or innovative ideas that effectively promote outstanding learning and pupil progression | A, I, T | Essential |
| Knowledge of the current, relevant inspection frameworks for pupil referral units and/or alternative provision academies | A, I | Essential |
| An understanding of the role of agencies operating under the umbrella of Children's Services | A, I, T | Essential |
| An understanding of the accountabilities and responsibilities of senior leaders to governance boards in the context of a multi-academy trust | A, I | Essential |

| | | |
|--|---------|-----------|
| Good understanding of safeguarding procedures in the context of the education of vulnerable pupils and the measures that need to be in place to ensure pupil safety and well-being in an alternative provision setting | A, I, T | Essential |
|--|---------|-----------|

Skills and abilities

| | | |
|---|---------|-----------|
| Ability to lead and inspire staff to continually improve their own practice, informed by a detailed understanding of what constitutes outstanding teaching and learning | A, I | Essential |
| A track record of being a good and outstanding classroom practitioner with the ability to model teaching and learning strategies for pupils across the academy | A, I, R | Essential |
| Communicates effectively to drive a shared vision and ethos across a school so that it impacts on day-to-day practice | A, I | Essential |
| Good analytical and problem-solving skills and the ability to make informed judgements | I, T | Essential |
| Demonstrable personal experience of introducing effective strategies that improve poor attendance and behaviour for learning by pupils | I | Essential |
| Confident user of school data and performance indicators to establish benchmarks and set targets for improvement | I | Essential |
| Skilled at engaging parents and carers in supporting children's learning | A, I | Essential |
| Understands, and can apply, the legislative framework in which an academy senior leader must operate | I | Essential |
| Ability to inspire and motivate staff, pupils and the wider community and engage their active commitment to the trust's vision | I, R | Essential |

Personal aptitude

| | | |
|---|---------|-----------|
| Personal and professional resilience in the face of challenging situations | A, I, R | Essential |
| Strong personal motivation and drive | I, R | Essential |
| Self-motivated, productive, diligent and thorough | A, I, T | Essential |
| Demonstrates emotional self-awareness and self-control | A, I, T | Essential |
| Relentless energy and passion in pursuit of the vision, working collaboratively with colleagues to achieve the common goals | A, I, T | Essential |
| Commitment to an open, collaborative style of management | I | Essential |
| A good team member and leader with sensitivity and understanding of when to lead, listen, motivate and delegate | A, I | Essential |
| Desires to fill the role of lead professional in developing classroom practice | I, R | Essential |
| Commitment to own personal and professional development and that of colleagues | A, I | Essential |
| Convinced of the transformative nature of excellent education | A, I, T | Essential |
| Has empathy with the needs of children, especially the vulnerable and those from disadvantaged backgrounds | A, I, T | Essential |
| A genuine enthusiasm for building the self-confidence and resilience of children and young people who have disengaged from a mainstream education | I | Essential |
| Maintains appropriate relationships and personal boundaries with staff and young people | I, R | Essential |
| Commitment to the safeguarding of vulnerable young people | I | Essential |
| Commitment to projecting the trust in a positive way and establishing it at the heart of its communities | I | Essential |
| Commitment to the vision, values, aims and objectives of Olive Academies Trust | A, I | Essential |

Transform young lives with Olive Academies Trust

Thank you for your interest in working with Olive Academies.
We look forward to receiving your application.

[Find out more and apply.](#)

[f](#) [in](#) [t](#) [oliveacademies.co.uk](#)