



Olive Academies

Assistant Headteacher – English Literacy, Teaching & Learning

OA-Tunbridge Wells

- £60,145 to £66,368
- Teachers' Pension Scheme
- OA benefits package

[Apply now](#)

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

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:

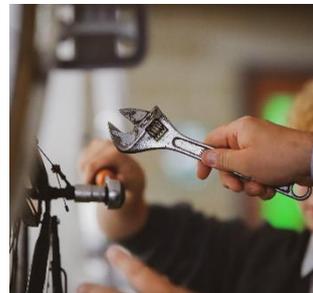
- Giving students real-world experiences.
- Creating a pathway to post 16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.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



**Assistant Headteacher -
English Literacy and Teaching & Learning**
OA-Tunbridge Wells

 Tunbridge
Wells

"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 seeking to appoint an Assistant Headteacher - English Literacy, Teaching & Learning. A transformational senior leader who will play a vital part in our trust to help us improve the lives of young people who have faced multiple barriers to learning. The post holder will:

- be proactive in providing professional guidance to all school staff, ensuring best strategies are employed for all pupils to secure high-quality teaching and learning
- demonstrate the highest quality of teaching, learning and assessment in their own practice – inspiring both our staff and pupils
- share good, up to date working knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies
- be committed to tackling disadvantage and improving every student's wellbeing and life chances
- plan and teach interactive, exciting lessons, which engage all students, including those facing barriers to learning and those with SEMH needs
- work as part of the school's Senior Leadership Team (SLT) to develop and deliver the shared vision and strategic improvement plan
- monitor, deliver and report on the effectiveness of outreach strategies
- work across the academy where required to support all students
- contribute and be part of a cohesive and positive SLT
- act to direction from the head of academy and executive headteacher to support the needs of the academy and fulfil the trust's direction
- effectively line manage teams
- lead on the development of students' personal growth, fostering a positive school culture, and promoting positive behaviour and attitudes among students
- work with parents, carers, local schools and outside agencies to ensure pupil needs are best met
- set expectations and maintain a positive and safe learning environment
- use Olive's behaviour policies to ensure that high expectations for behaviour are maintained
- act on child protection concerns immediately; read, understand, and implement OA's safeguarding policy and procedures, and Keeping Children Safe in Education
- plan strategically by writing and implementing targeted action plans, including carefully considered outreach work, to ensure high impact based on the needs of schools and students
- be a role model for our students, showing leadership, resilience, and empathy
- fulfil wider professional responsibilities
- support the trust's values and ethos by contributing to the development and implementation of policies, practices, and procedures
- work closely with the designated safeguarding lead to ensure all due processes are adhered to regarding child protection and safeguarding

Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the head of academy 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

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|-----------------------------------------------------------------------------------------|---|-----------|
| First degree or equivalent | A | Essential |
| DfE recognised qualified teacher status or Qualified Teacher Learning and Skills status | A | Essential |
| Evidence of CPD relevant to a strategic leadership post | A | Desirable |

Experience

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|
| Significant recent and relevant experience as a substantive assistant headteacher or middle leader | A | Essential |
| Experience of line management with demonstrable positive impact; successful development of colleagues | A, I | Essential |
| Effective and systematic behaviour management - experience of using de-escalation techniques in a school setting; experience of maintaining clear boundaries and using sanctions, praise and rewards | A, I | Essential |
| Experience of analysing and interpreting assessment data to ensure effective pupil progress, raise standards and achieve outstanding pupil outcomes | A, I, T | Essential |
| Experience of effectively working with others including other schools/teaching schools | A, I | Essential |
| Evidence of managing, planning and organising major curriculum areas and driving innovations in teaching and learning | A, I | Essential |
| Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs | A, I | Essential |
| Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement | A, I | Desirable |
| Experience of deploying quality assurance programmes and evidence of successful outcomes | A, I | Desirable |

Knowledge

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|
| Excellent knowledge and awareness of the SEN code of practice | A, I | Essential |
| A solid understanding of a range of teaching and learning strategies and a good understanding of current pedagogical thinking | A, I | Essential |
| A clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements and which is sufficiently well-differentiated and resourced to meet the needs of all | A, I, R | Essential |
| An understanding of disadvantage and working in challenging environments | A, T, I | Essential |
| Knowledge of what constitutes outstanding teaching and learning (including Teacher Standards) and a range of strategies (including coaching and mentoring systems) to support the development of teaching and learning | A, T, I | Essential |
| Knowledge of whole school quality assurance, progress, curriculum and accountability | A, I | Desirable |
| An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD | A, T, I | Desirable |

Skills and abilities

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| Strong analytical, strategic, interpersonal and thinking skills | A, T, I | Essential |
| Ability to teach KS3 and KS4 across subject, age and ability range | A, T, I | Essential |
| Excellent communication skills, and the ability to form strong relationships with all stakeholder groups (pupils, parents and carers, colleagues, external agencies, wider community etc.) | A, T, I, R | Essential |
| Ability to reflect and self-evaluate | A, I, R | Essential |
| An understanding of expeditionary learning | A, I | Desirable |
| A track record of being an excellent classroom teacher with the ability to model best teaching and learning practice across the academy | A, I, R | Desirable |

Personal aptitude

| | | |
|-------------------------------------------------------------------------------------|---------|-----------|
| Personal and professional resilience in the face of challenging situations | A, I, R | Essential |
| Self-motivated, productive, diligent, and thorough | A, I, R | Essential |
| Commitment to an open, collaborative style of management | I | Essential |
| Concern for the development of colleagues and members of the wider school community | I | Essential |
| Commitment to your personal and professional development and that of all staff | A, I | Essential |
| Convinced of the transformative nature of excellent education | A, T, I | Essential |
| Empathy with the needs of children | A, T, I | Essential |
| Commitment to the safeguarding of vulnerable young people | I | Essential |
| A personal commitment to promoting inclusion, diversity, and access | A, I | Essential |
| Commitment to the vision, values, aims and objectives of Olive Academies | 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](#)