



September 2016

Dear Applicant

Thank you for the interest that you have shown in the positions of **Assistant Headteacher** at Crofton Academy, Wakefield. This Applicant Information Pack will provide you with:

- additional information about Crofton Academy;
- an overview of benefits of working at Crofton Academy and,
- a summary of the application process and an overview of key dates

ABOUT CROFTON ACADEMY

Crofton Academy, Specialists in Maths and Computing, achieved Academy status in 2011. It is a co-educational comprehensive day academy where the age range of pupils is 11 to 16. Situated just outside Wakefield in the sought after village of Crofton we are popular locally and beyond our catchment area. We are significantly over-subscribed for the 2016/17 cohort. We work in partnership with Wakefield College, with staff from Crofton Academy leading a number of A-level options on our site.

In 2016 we once again achieved an excellent set of results reaffirming that Crofton Academy is consistently producing outstanding results year on year. Our school is seen as one of the most successful locally as well as achieving national recognition for outstanding progress and attainment. Pupils in the Class of 2016 achieved 66% A*-C including English and maths, the new accountability measure for schools.

The **Mission Statement** at Crofton Academy is that every individual will be cared for, supported and challenged to maximise their potential in order to create a feeling of self-worth and ambition. This aspirational journey will allow each member of our community to develop individually within an ethos of respect, enjoyment, sense of belonging and provide a foundation for lifelong learning.

THE AIMS OF CROFTON ACADEMY ARE:

Values: the diverse needs of everyone are recognised and supported to promote equal opportunities to create an inclusive school.

Pledge: to foster a caring and safe environment built on mutual respect and clear expectations, where success is promoted and celebrated.

Opportunities: to offer broad, relevant and flexible opportunities that provide enjoyable and challenging experiences which maximise the life chances of all.

Staff: to nurture all staff through secure, supportive, continuous professional development. Care for staff extends to their wellbeing, ensuring their professional duties are effectively met.

Learning Environment: to provide a stimulating environment encompassing new technologies which reflect the changing needs of the local and wider communities. Learners will be recognised as flexible and adaptable in the face of challenge and change.

Learning Achievement: the learner experience will enable the development of responsible, tolerant citizens encouraging ownership of their communities. In depth, reflective learners will flourish through opportunities to engage in creative exploration. Our learners will be confident and resilient enough to drive for success.

Partnership: to initiate, promote and enhance a positive and lasting partnership between school, its stakeholders and the wider community.

SCHOOL PRIORITIES 2016/17

Teaching, learning and assessment

1. To aim for aspirational target of 100% lessons that are at least consistently good
2. Develop creative teaching strategies & interventions that suit the needs of the new curriculum including new specifications and prepare pupils for linear examination.
3. Review homework policy & procedures to ensure positive impact on pupil outcomes & clear communication with parents that inspires confidence.
4. To continue to focus on opportunities for pupils to internalise and respond to feedback as part of an effective formative process.
5. To ensure greater use of personalised differentiation in planning and delivery to provide sufficient support, challenge and extension for all, using iknow forms to good effect.
6. To build capacity for whole school coaching, challenge and support, using the coaching team.
7. To further develop explicit numeracy and literacy teaching and skill acquisition across all subject areas.
8. Develop 'life without levels' with specific information and guidance for parents and pupils, with target setting from Yr7.

Personal development, behaviour and welfare

1. To develop systems to reduce the number of fixed term exclusions. Governor attached.
2. To continue to improve the attendance of pupils with attention to persistent absence.
3. To relaunch behaviour expectations with pupils, parents & teachers.
4. To review structures & procedures that support positive learner behaviours.
5. Further develop behaviour for learning strategies at classroom level, such as creative and engaging resources & coaching conversations with pupils.
6. SMSC

Outcomes for pupils

1. Focus on whole school attainment and progress with a specific focus on individual groups, especially Pupil Premium, SEND without support and pupils with high prior attainment.
2. To further develop structured and long term planning on 'Pupil Premium' attainment and progress to close the gap, including opportunities for review of performance, calendared intervention strategies & external verification to look at value for money. Governor attached.
3. Prepare the curriculum for the new challenges that lie ahead in 2020 and beyond, looking at the proportion of pupils entered for EBACC as well as alternative qualifications that broaden and enhance the curriculum, enabling our pupils to compete nationally.
4. To better understand data messages from primary, particularly working with cross phase core departments.

Staffing

1. Continue development of appraisal using the Teacher Standards & rigorous assessment procedures.
2. To review & further develop Performance Management procedures across support staff.
3. To work to resolve issues surrounding recruitment and retention.

Governors

1. Analysis of specific skills and looking at how specific governors can then be used to support and challenge the HT. Where appropriate also provide training for governors from either the LA or HT.
2. To appoint a governor with a specific item from the school priorities.
3. Prepare the governors for Ofsted inspection.

Outreach

1. To explore opportunities for school to school support and its impact on pupil outcomes.
2. To work as an exceptional partner with Waterton MAT, in particular regarding transition for learning with English and maths.

Procedural

1. To establish the leadership group with responsibilities relative to the Ofsted criteria and 2016 white paper.
2. To review self-evaluation process and explore the potential of peer review.
3. To prepare the school for Ofsted inspection.
4. To review and streamline data use across the school so that it effectively informs school improvement planning.
5. Continual good budget planning ensuring value for money and effective management of budget changes over time.
6. Ensuring school physical resources are in good order and fit for purpose.

BENEFITS OF WORKING AT CROFTON ACADEMY

Crofton Academy is an oversubscribed school that has a 6th form on site in partnership with Wakefield College. In addition we have excellent working relationships with many of our local feeder schools which are part of Waterton Multi Academy Trust, allowing greater transition opportunities that make us a crucial and supportive link in the child's education from 3-18. We have a family feel to the school where both staff

Crofton Academy – Assistant Headteacher Applicant Information Pack - September 2016

and pupils are valued, but are also supported and challenged. The school site is continually improved with the most recent development being a 3G pitch.

The school is now entering an exciting new phase that will allow the successful candidates opportunities to develop the school in its drive to make it the best place it can be for the students that attend, in addition to personal and professional development that will allow them to gain the necessary experiences for continued career progression.

We are able to offer staff a secure, supportive environment with continuous professional development tailored to meet the needs of the school and the individual.

All staff can access a number of employment benefits including membership of the Teachers' Pension Scheme, life assurance cover, access to childcare vouchers and free on-site parking.

THE APPLICATION PROCESS AND KEY DATES

Please complete the application form electronically and return it to Louise Stirk, PA to the Headteacher. Please note that CVs are not accepted. Please ensure that you include:

- full identifying details, including current and former names;
- all qualifications relevant to the post;
- a full history, in chronological order, with explanation for any periods not in employment, education or training and reasons for leaving employment and,
- details of two professional referees, one must be your current or most recent employer.

With reference to the job description and person specification please ensure that your completed application clearly sets out:

- How your experience to date prepares you for the position at Crofton Academy and has informed your practice for the criteria shown in the person specification. This should refer to previous roles you have undertaken, the impact of work you have carried out with evidence of results.

Crofton Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. As part of the application process, you will be required to undertake an enhanced DBS disclosure.

KEY DATES

| | |
|---|---|
| Friday 16 September 9 – 10am <i>or</i> Monday 19 September 1 – 2pm | Option for applicants to visit Crofton Academy. |
| Friday 23 September 2016: 12 noon | Closing date for completed applications. |
| 23 – 29 September 2016 | Shortlisting activity. |
| By 29 September 2016 | Emails to candidates called for interview – please ensure that your correct email address is provided on your application form. |

References requested for candidates that are called for interview.

Week commencing 3 October 2016

Day 1 assessments at Crofton Academy.

Evening – candidates will be advised if they have progressed to Day 2 assessments.

Day 2 assessments at Crofton Academy.

Thank you for the interest you have shown in working at Crofton Academy.

A handwritten signature in blue ink, appearing to read 'P Walker'.

Mr P Walker
Headteacher