



Olive Academies

Assistant Headteacher – STEM, Data & Progression

- Leadership 7-11, Outer
- Teachers' Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit
the academy, please phone 01708 478892

[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-Havering

Based in the London borough of Havering, 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 endeavour 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 London.

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



“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 (STEM, Data and Progression) for Havering. We are looking for 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.

Someone who will:

- **lead by example** and challenge us to deliver the very **best learning opportunities** for our pupils
- be pro-active in providing professional guidance to all school staff, to ensure that the **best strategies** are employed for all pupils to **secure high-quality teaching and learning**
- support departments in interpreting data to close gaps in achievement and track progress over time
- lead and promote an inspiring, high-quality STEM curriculum across all key stages
- be **committed to tackling disadvantage** and improving every student's wellbeing and life chances
- ensure all students receive high-quality, impartial advice and guidance on **post-16**
- **plan and teach interactive, exciting lessons**, which engage all our KS3/4 students, including those facing barriers to learning and those with social, emotional and mental health needs
- work as part of the academy's Senior Leadership Team to **develop and deliver the shared vision and strategic improvement plan** for the academy - inspire, challenge, motivate and empower others to attain ambitious outcomes
- **monitor, deliver and report** on the effectiveness of strategies relating to your responsibility and as directed by the head
- work **across the academy** where required to support all students
- support the senior 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 pupils' 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** - writing and implementing effective and targeted action plans including carefully considered work to ensure **high impact** based on the needs of academies
- be a role model for our students, showing **leadership, resilience, and empathy**
- effectively line manage **teams**
- 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 school's Designated Safeguarding Lead and ensure that all **due processes are adhered to** with regard to child protection and safeguarding procedures.
- work closely with senior leads and trust colleagues to ensure that **data is robust** and continually enhanced to support high impact outcomes
- ensure that all students leave with a clear pathway of **progression** ensuring the curriculum (timetabled and soft) meets the required **Gatsby benchmarks**

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

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
Successful experience of raising standards in a STEM subject or faculty	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

Strong understanding of curriculum design and pedagogy in STEM subjects	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 resources to meet the needs of all	A, I, R	Essential
A solid understanding of a range of teaching and learning strategies and a good understanding of current pedagogical thinking	A, I	Essential
An understanding of disadvantage and working in challenging environments	A, T, I	Essential
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	A, T, I	Desirable
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

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 interpersonal and 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
A 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.](#)

   oliveacademies.co.uk