



Olive Academies

Assistant Headteacher

OA-Havering

- Leadership Scale, Range 7 – 11 Outer London Weighting
- Permanent, full-time
- Teachers' Pension Scheme
- OA benefits package

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

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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 85 pupils on roll 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:

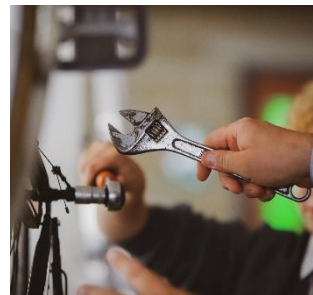
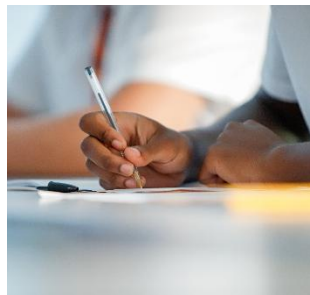
- Giving students real-world experiences.
- Creating a pathway to post 16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.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

Mandeep Kaur
Head of Academy



"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

The role includes strategic leadership of a core subject, alongside a whole-academy responsibility aligned with your experience, expertise and professional strengths. As a member of the Senior Leadership Team (SLT), you will play a key role in supporting the continued growth and development of the academy. You will demonstrate the highest standards of teaching, learning and assessment, inspiring our students and colleagues and sharing a clear passion for learning.

Core responsibilities

- Work as a key member of the SLT, contributing to the strategic leadership, culture and day-to-day effectiveness of the academy
- Provide strategic leadership of a core subject: English, mathematics or science, securing an ambitious curriculum, high-quality teaching and strong student outcomes
- Lead additional whole-academy areas of responsibility, agreed with the head of academy and aligned with the successful candidate's experience, expertise and strengths
- Contribute to the development, implementation and evaluation of the Academy Improvement Plan and wider strategic priorities
- Model the academy's values through visible, consistent and values-led leadership
- Deputise for senior colleagues and undertake wider leadership responsibilities as required

Leadership, curriculum and academy improvement

- Lead the development, implementation and evaluation of the designated core subject curriculum, ensuring it is ambitious, coherent, well sequenced and responsive to students' needs
- Ensure curriculum provision reflects Olive Academies' inclusive values and provides a broad, balanced and enriching learning experience
- Use quality assurance, performance information and other evidence to evaluate provision, identify priorities and secure sustained improvement
- Provide professional challenge, support and guidance to colleagues, promoting consistently high expectations and effective practice
- Lead agreed aspects of professional development, ensuring learning is purposeful and translates into improved practice and outcomes

- Line manage designated staff effectively, setting clear expectations and supporting professional development and accountability
- Work collaboratively with colleagues, students, families, the wider trust and external partners to deliver academy priorities

Teaching and learning

- Model consistently high-quality teaching, learning and assessment through own practice
- Plan and teach engaging and appropriately challenging lessons for KS3 and KS4 students, including those with SEND and those experiencing social, emotional, mental health (SEMH) or other barriers to learning
- Maintain high expectations for learning, participation, behaviour and achievement
- Use assessment effectively to identify learning needs, inform teaching and intervention, and secure progress
- Coach and develop colleagues to strengthen classroom practice and student outcomes
- Support curriculum coherence, cross-curricular learning, personal development, preparation for adulthood and students' next steps

Inclusion, behaviour, safeguarding and student support

- Champion inclusive practice so that all students are supported to participate, regulate, learn and succeed
- Promote staff understanding of students with SEND and additional needs, including SEMH, ADHD, autism and specific learning difficulties, encouraging relational, empathetic and evidence-informed practice
- Promote high expectations for behaviour and attitudes and support consistent implementation of academy policies and approaches
- Be a visible and positive role model for students, demonstrating professionalism, resilience, fairness and empathy
- Work effectively with parents, carers, schools, the trust and external agencies to secure coordinated support for students
- Promote a strong safeguarding culture, acting promptly on concerns and working closely with the Designated Safeguarding Lead and safeguarding team in accordance with academy procedures and statutory guidance

Accountability and professional expectations

- Carry out all responsibilities in accordance with academy and trust policies, statutory requirements and professional standards
- Manage delegated resources effectively and contribute to securing value for money
- Maintain confidentiality and high standards of professional conduct
- Engage actively in professional development and contribute to the development of others
- Undertake other duties appropriate to the level and nature of the post as reasonably required by the Head of Academy

The duties listed above are neither exclusive nor exhaustive and the post holder may be required by the director of education 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
Experience of line management with demonstrable positive impact; successful development of colleagues	A, I	Essential
Evidence of recent successful classroom practice	A	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

Detailed knowledge of the KS3/4 curriculum	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
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 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
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	Essential
An understanding of expeditionary learning	A, I	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.](#)

   oliveacademies.co.uk