



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Recruitment Pack

## Assistant Headteacher

### (Post 16)

Start date: September 2024  
Full time, Permanent



# BENTON PARK SCHOOL

*'Creating a climate for great learning, success and opportunity'*

## Vision

Creating a climate for great learning, success and opportunity



## Values



Endeavour



Resilience



Inspiration



Collaboration



Compassion

## Curriculum Intent



Promotes a love of learning and provides an environment for all students to succeed in, whatever they aspire to do.



Places high value on the breadth, acquisition, retention and application of knowledge.



Enriches and bridges gaps in cultural knowledge.



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## ASSISTANT HEADTEACHER (POST 16)

Location: Rawdon, Leeds

Contract: Permanent – September 2024

Closing Date: 8am on Thursday 9<sup>th</sup> May 2024

Salary Range: Leadership Scale L12 to L16

Assessment Process: Wednesday 15<sup>th</sup> May 2024

Interviews: Thursday 16<sup>th</sup> May 2024

This is an exciting opportunity for a talented individual to join our Senior Leadership Team in this key leadership role with a strategic remit for ensuring the delivery of Post 16 learning which secures successful outcomes and positive destinations for all students.

Benton Park is a thriving and growing state funded, local authority maintained comprehensive school with over 1550 students – including around 200 in the Sixth Form. We are located in Rawdon, on the outskirts of Leeds City Centre and we work amongst a vibrant and supportive local community. We moved into our brand-new state of the art premises in 2021 following a successful £28.5 million building project. Our new environment is an excellent place to work and learn.

We are a school who strives to offer an inclusive and aspirational education for all. We have high standards and expectations for all members of our school community and we work hard to provide support and challenge to enable these to be achieved. We pride ourselves on treating each and every one of our students as an individual and the excellent climate we have created for great learning, success and opportunity enables our students to achieve their full potential.

Our work is underpinned by our five key values: Endeavour, Resilience, Inspiration, Collaboration and Compassion. Our values are aimed at developing young people to be the very best they can be and to equip them with the knowledge and attributes to be confident, rounded and successful members of society.





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## Information about our school

We are a Local Authority maintained school situated to the North West of the vibrant and diverse city of Leeds in the North of England. We are oversubscribed and have recently increased our pupil admission number to 300 per year to meet local demand. We have very supportive families and work with numerous local primary schools including areas such as Rawdon, Yeadon and Calverley.

We have benefited from a £28.5 million investment in our premises and we are very proud of the state-of-the-art facilities and equipment we are able to offer our students and staff. We are also proud of our successful Sixth Form. The move to our new premises has allowed us to create a bespoke Sixth Form centre and we have invested heavily in the refurbishment of it to ensure it is an inviting place to study and learn.

We are on a journey to ensure that every student achieves their full potential at Benton Park. In October 2023, Ofsted rated us as a school requiring improvement with the sixth form rated as good. We have a robust plan to continue our improvement journey to reattain our good status and beyond. We are looking for a talented and committed individual who shares this drive to support us on this journey.

Our vision of 'Creating a Climate for Great Learning, Success and Opportunity', drives every aspect of our work. We are happy to be innovative as we work to realise our vision and have recently changed our school day to allow for a broad and balanced curriculum at all key stages. We know that success is more than just great outcomes however, and central to this is supporting students to consider their next steps at the end of their seven-year journey with us. The work we do with students also focusses on developing the skills our students need to encompass our school values. Our Personal Development Curriculum, which also includes our Aspiration for All Programme, and our student leadership development opportunities, have a regular focus on mental health and wellbeing, an aspect that we know is extremely important in supporting all young people.

Celebrating success is incredibly important to us and we always seek to reward our students for going above and beyond in any aspect of their school life. We have a positive rewards culture and enjoy sharing in our students' successes. Our philosophy is that a busy student is a successful student and to support this we offer a wide and varied range of extra-curricular opportunities. This includes a range of lunchtime and after school clubs as well as trips and visits both in the UK and abroad. We also run a hugely successful Duke of Edinburgh scheme.

Further details about our school, including all aspects of our curriculum design can be found at [www.bentonpark.org.uk](http://www.bentonpark.org.uk) and in the school's Prospectus available [here](#)



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## Welcome from the Executive Headteacher

Dear Colleague

Thank you for your interest in becoming an Assistant Headteacher here at Benton Park School. We have celebrated many achievements in the last few years, but we know that we can go even further, and we are keen for a new leader to join us to support in achieving this.

You will enjoy working with a talented and hardworking staff team who have the students at the heart of everything they do each and every day. Our students are articulate, caring young people who are keen to learn and develop and we enjoy productive and successful partnerships with our parents, carers and the local community.

Following on from the appointment of our new Headteacher in September 2022 this is an exciting development in our leadership structure. If you share our values and this sounds like the perfect next step in your career, please get in touch and we will be happy to share with you our ambitions for the future.

Thank you for your interest in our school.

Yours sincerely

Delia Martin  
Executive Headteacher





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## Welcome from the Headteacher

Thank you for your interest in our school. As an Assistant Headteacher at Benton Park, you would play a pivotal role in helping to shape a strong, positive and successful learning experience for all of our students on our improvement journey to regain our good Ofsted status and beyond.

We are looking for a highly motivated, positive colleague who can contribute to ensuring excellent standards in all areas of school life. A team player, you will have the ability to form high quality relationships with staff, students and parents alike.

Working closely with me, the successful candidate will have strategic and operational responsibility and accountability for all aspects of Post-16. They will work with the post-16 team to recruit and retain students with integrity, continuously improve outcomes and to develop a reputation for enabling all students to secure outstanding destinations. The postholder will drive continuous improvements and secure impact so that all students are able to achieve their Personal Best.

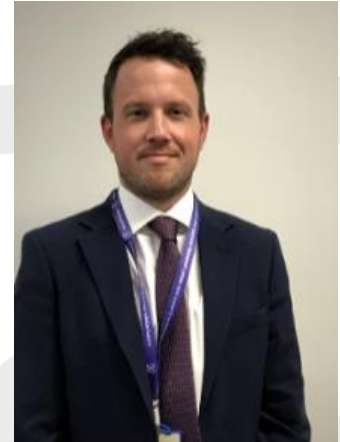
The Assistant Headteacher Post-16 will need to work exceptionally closely with all other senior leaders so that, where relevant, the ongoing development of post-16 provision advances in alignment with whole school processes and initiatives so that Post-16 is the true culmination of the school experience.

Our sixth form is a success of the school, with 25% A\*-A grades and 50% A\*-C grades in 2023, and we are looking for an individual who will build on the successes and drive it further forward. Our 'Benton Park Graduate' develops well-rounded young adults, who are able to take up study at top universities including Oxbridge. It is an exciting time to take up the reins of our sixth form as we look to develop and diversify our provision.

The students in our sixth form benefit from a specialist block with access to science labs, ICT suites and our recently upgraded sixth form café.

At Benton Park, we take an evidence informed approach. No individual element of our practice is revolutionary. We don't believe in off-the-shelf strategies or practices; there is no silver bullet. It is really about being values driven, having clear vision, focusing relentlessly on results, operating strict routines, doing the simple things well every day, and building strong relationships at all levels.

Every decision we make is based around our vision 'creating a climate for great learning, success and opportunity' and we live and breathe this each and every day. We are committed to ensuring that every student throughout our school has access to a truly inclusive and aspirational education.





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We have the highest expectations of our students to encourage them to be the best that they can be. We expect all of our students to display the Benton Park values at all times and staff reward them for this. We also have bespoke Personal Development and Aspiration for All lessons to develop our students to be young people who can make a positive change to Benton Park and the world beyond.

Our curriculum is underpinned by an expectation that students will 'know and remember more' as they move through their time with us to develop a mastery approach. This is identified through our Learning Journeys and Progression Models, which are available through our website. Our curriculum intent, which permeates all our work with students both in and out of the classroom, is to promote a love of learning by providing an environment in which all students can succeed, whatever they aspire to do. We place high value on the breadth, acquisition, retention and application of knowledge and we actively develop opportunities to enrich and bridge gaps in cultural knowledge.

Thank you for your interest in the role. We would welcome visits and conversations, so please get in touch.

Mr N Skilton  
Headteacher



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## Teaching and Learning at Benton Park

### **I Do, We Do, You Do**

Our teaching model is built around Rosenshine's Principles of Instruction and follows I Do, We Do, You Do. Teachers ensure that they model excellence before scaffolding and guiding students to produce the best quality work possible. This enables students to then produce outstanding work during their independent practice.

### **Learning Journeys and Progression Models**

All of our teaching is built around our Learning Journeys and Progression Models. We believe that students should 'master' their learning and, in doing so, know and remember more. Our subject areas have developed high-quality and effective Learning Journeys and Progression Models to support this and ensure there are opportunities for immediate and effective feedback. This is supported by our feedback policy where we prioritise live marking and whole-class feedback.

### **Subject Specialism**

We use every opportunity to connect students with subject specialists both inside and outside the school. This helps us to offer students the chance to see their learning through the eyes of experts and to experience learning which has been developed and delivered by specialists.

### **Professional Development**

Developing our staff is incredibly important to us. All staff have access to professional development across the school calendar and we build our CPD offer into our school day. We believe that the best professional development is not a one-off event but a process. To support the development of teaching across the school we use Teaching Walkthrus. Many of our staff also access external courses including NPQs.

### **Learning Habits and Routines**

At Benton Park, we build our teaching around some crafted routines to support teaching and learning. We explicitly teach these to our students to ensure that learning time is maximised and that transitions are effective. We pride ourselves on support all learners, including our most vulnerable, having access to the highest quality support through these habits and routines.

### **Reading**

Reading, and literacy, form central pillars of our approach with students. Students have the opportunity to be read every morning to develop their reading and also their cultural capital. We expect every member of our School community to talk in full sentences at all times to support our drive for improved oracy and, subsequently, literacy levels.





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## **Knowledge Organisers**

Students in Years 7-10 have access to knowledge organisers which are a key tool in lessons and form the basis of our home learning offer. Subject specialists have identified the key knowledge across our core subject offering and these are practised regularly both in Morning Meetings, the start of lessons through the Quick 6 and finally through the daily, centrally-set, home learning.

## **Morning Meetings**

Morning Meetings are a key part of our school day. They allow year groups to come together where senior leaders and other key staff are able to communicate clearly our vision and values whilst developing students recall of key knowledge. Students also complete maths practise daily and finish their Morning Meeting sessions with reading. At this time, staff work in faculties in CPD.



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## JOB DESCRIPTION

### ASSISTANT HEADTEACHER

<b>Allowances:</b>	<b>L12-16</b>
<b>Responsible to:</b>	<b>Headteacher</b>
<b>Review Date:</b>	<b>July 2025</b>

### **PURPOSE OF THE JOB**

To be the key strategic lead for all aspects of Sixth Form delivery and to assist the Headteacher and Executive Headteacher with the management and organisation of the school in seeking to achieve the highest standards of student achievement and school efficiency and deputise in the absence of the Headteacher and Deputy Headteachers at short notice for short periods.

To work closely with the Headteacher, Deputy Headteachers and the Senior Leadership Team to provide outstanding leadership for Benton Park School which secures its success and continuous improvement, ensuring high quality education for all its students and the highest standards of learning and achievement in accordance with statutory requirements.

To contribute to the strategic leadership and management of self-evaluation and quality assurances processes to support improvement in student outcomes and the quality of provision.

### **Excellent Leadership: qualities and knowledge**

Hold and articulate clear values and moral purpose, focused on providing a world-class education for our students in line with our school vision.

Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local community.

Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

Work with political and financial astuteness, within a clear set of principles centred on the school's vision, translating local and national policy into our school's context.

Communicate the school's vision and contribute to strategic leadership of delegated areas of responsibility, empowering students and staff to excel.



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## **Excellent Leadership: students and staff**

Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.

Secure excellent teaching and learning through an analytical understanding of how students learn, the core features of successful classroom practice and curriculum design, contributing to rich curriculum opportunities and students' well-being.

Encourage an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

Develop an ethos within which staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, contributing to clear succession planning.

Hold staff to account for their professional conduct and practice.

## **Excellent Leadership: systems and process**

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Support the development of school's systems, organisation and processes ensuring that they are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

Develop and maintain a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.

Support rigorous, fair and transparent systems and measures for managing the performance of staff, addressing under-performance, supporting staff to improve and valuing excellent practice.

Actively support the governing board to deliver its functions effectively

Contribute to strategic, curriculum-led financial management to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.

Support leadership throughout the organisation, forging teams of colleagues who have clear roles and responsibilities and hold each other to account for their decision making.

## **Excellent leadership: the self-improving school system**

Support the ethos of an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.



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Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.

Challenge educational orthodoxies in the best interests of achieving excellence, contributing to robust self-improvement within school.

Contribute to the current and future quality of the teaching profession through planning and delivery of high-quality training and sustained professional development for staff.

Model innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Support and promote the school's policies on diversity and equality of opportunity.

To be aware of and comply with policies and procedures relating to child protection and safeguarding ensuring all concerns are reported appropriately in a timely manner.

To be aware of and comply with policies and procedures relating to data protection and the security and confidentiality of data, ensuring all concerns are reported appropriately in a timely manner.

The Assistant Headteacher will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

All members of the Senior Leadership are expected to fulfil the requirements of this job description alongside the more specific areas of responsibility which may change over time. The specific responsibilities will be discussed with the successful applicants.

## **THE STATUTORY REQUIREMENTS**

The appointment is subject to the current conditions of employment for Assistant Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

## **VARIATION IN ROLE**

Given the dynamic nature of the role and structure of Benton Park School, it must be accepted that, as the School's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The responsibilities specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the postholder.



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## PERSON SPECIFICATION

**Job Title: Assistant Headteacher**

KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Experience of post 16 provision at a senior level</li> <li>• Proven track record of promoting Sixth Form as a destination of choice</li> <li>• education to degree level or equivalent</li> <li>• QTS and GTC registered</li> <li>• an excellent track record of recent, relevant professional development</li> <li>• a number of years experience of successfully operating at leadership level</li> <li>• identifiable contribution to school self evaluation and improvement planning</li> <li>• successful experience of the strategic leadership of school management systems</li> <li>• experience of effective teaching and performance</li> </ul>	<ul style="list-style-type: none"> <li>• innovative use of resources</li> <li>• experience of working with school Governors to support school improvement</li> <li>• experience of leading whole school CPD for staff</li> </ul>
<b>Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>• experience of working as an effective leader in an educational setting</li> <li>• innovative approaches to working with students, parents, staff and other stakeholders</li> <li>• initiate, lead and manage change programmes</li> <li>• prioritise, plan and organise</li> <li>• direct and co-ordinate the work of others</li> <li>• set high standards and provide a role model for students and staff</li> <li>• deal sensitively with people and resolve conflicts</li> <li>• a commitment to an open and collaborative style of management</li> </ul>	<ul style="list-style-type: none"> <li>• motivate all those involved in the delivery team</li> <li>• liaise effectively with other organisations and agencies</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Ability and vision to lead a successful sixth form, which</li> </ul>	<ul style="list-style-type: none"> <li>• different methods of consulting with stakeholders</li> </ul>



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	<p>secures outcomes and positive destinations for all students.</p> <ul style="list-style-type: none"> <li>the principles behind the key responsibilities of the role and their potential for raising standards</li> <li>the principles and practices of strategic and operational planning and delivery</li> <li>effective review and evaluation procedures</li> <li>Strategies most effective in their key area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>strategies for ensuring equal opportunities for staff, students and other stakeholders</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>communicate the vision of the School to a range of stakeholders</li> <li>negotiate and consult fairly and effectively</li> <li>develop and manage good communication systems</li> <li>communicate effectively orally and in writing to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>develop, maintain and use an effective network of contacts</li> </ul>
<b>Decision Making and Judgement Skills</b>	<ul style="list-style-type: none"> <li>make decisions based on analysis, interpretation and understanding of relevant data and information</li> <li>demonstrate good judgement</li> </ul>	<ul style="list-style-type: none"> <li>think creatively and imaginatively to anticipate, identify and solve problems</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>a commitment to inclusive education</li> <li>evident enjoyment in working with young people and their families</li> <li>empathy in relation to the needs of the school and the local community</li> <li>ability to inspire confidence in staff, students, parents and others</li> <li>adaptability to changing circumstances/new ideas</li> <li>reliability, integrity and stamina</li> <li>personal impact and presence</li> <li>prioritise and manage own time effectively</li> <li>work under pressure and to deadlines</li> <li>seek advice and support when necessary</li> </ul>	<ul style="list-style-type: none"> <li>achieve challenging professional goals</li> <li>personal ambition and potential for further promotion</li> <li>intellectual ability and curiosity</li> <li>determination to succeed and the highest possible expectations of self and others</li> <li>vision, imagination and creativity</li> <li>resilience and perspective</li> </ul>

**Benton Park School (and the Local Authority) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**



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## **Statement on recruitment policies, including the recruitment of ex-offenders**

Further information about our recruitment policies and procedures, including our policy statement regarding the recruitment of ex-offenders is available on the recruitment pages of our school website. As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.

We will send shortlisted candidates a disclosure form to complete prior to interview. We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants should therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020). Please refer to the flow charts on our website to determine convictions and cautions that should be disclosed.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



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