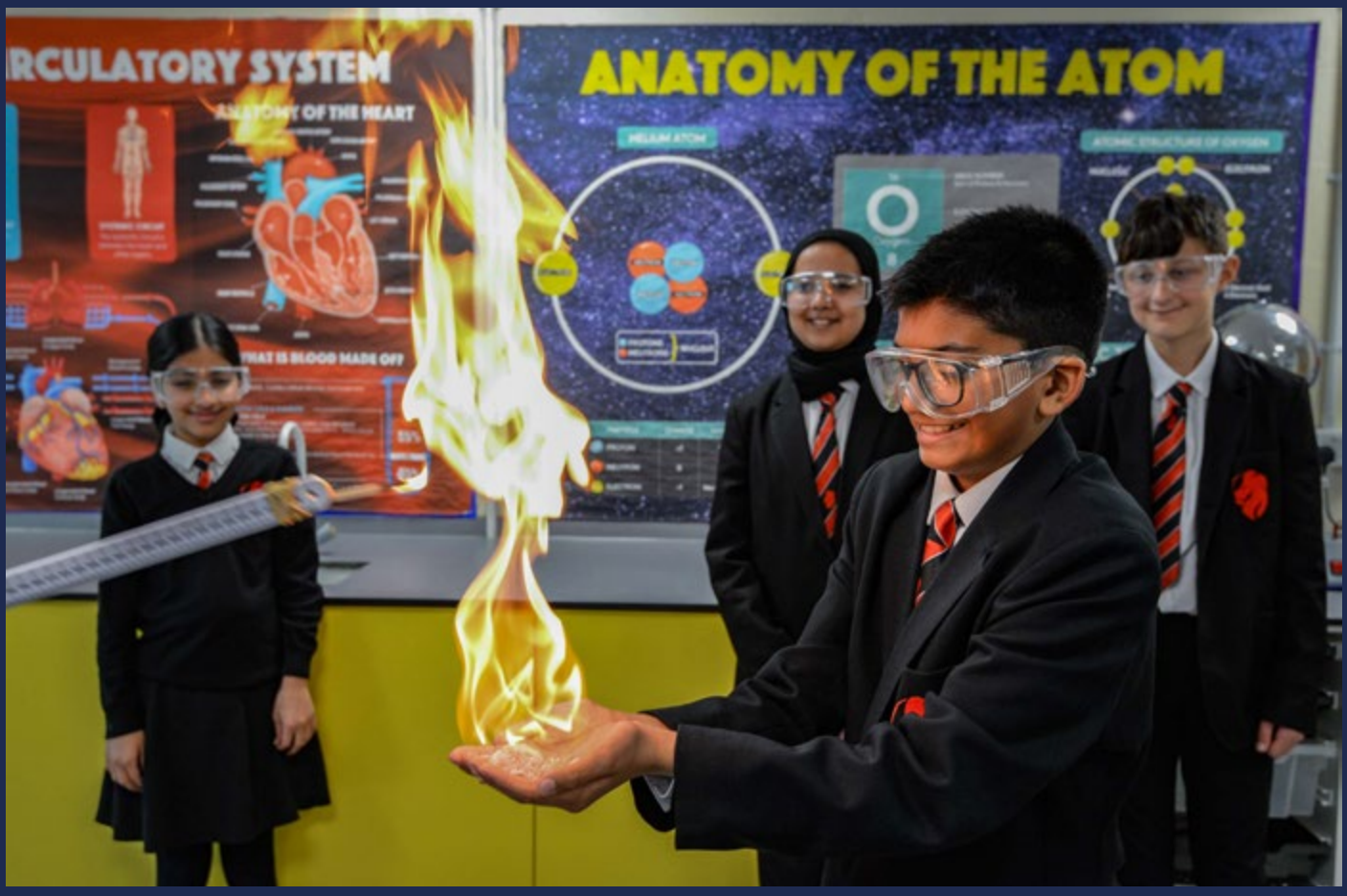








Ladybridge

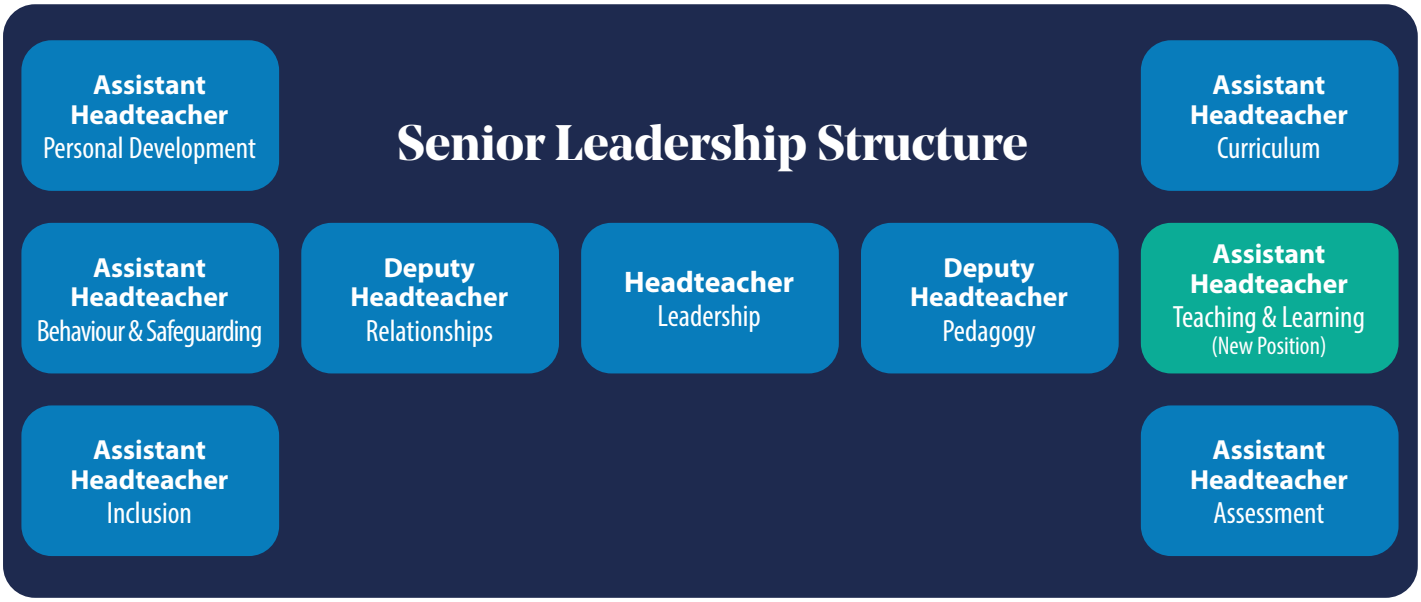
Recruitment Pack

2024-2025

Recruitment Pack

Assistant Headteacher - Teaching & Learning

Thank you for expressing interest in the Assistant Headteacher position here at Ladybridge. This post has arisen following the appointment of a new Deputy Headteacher to replace a respected long standing Deputy Headteacher, who retires at Easter. This has led to the creation of a new senior leadership structure, which is outlined below. The new structure includes the addition of a new Assistant Headteacher position on our team. The increased size of the senior team is reflective of the school's expansion and our desire to create a structure that better connects the different aspects of our work. The new structure also enhances the opportunities for career development and progression for members of the team.



Ladybridge is a unique secondary school and this is a wonderful opportunity to play an important role in the next phase of our journey towards the vision of the Ladybridge Trivium. In addition to looking at our website, you can learn more about our innovative practice by exploring the links below, which are from our work within the Rethinking Schools network:
bigeducation.org/nb10-schools/ladybridge-high-school
bigeducation.org/be-blogs/an-introduction-to-trivium-learning-at-ladybridge-a-next-big-10-school-2
https://bigeducation.org/rethinking-school-blogs/ (look for the Ladybridge blogs)

Our Trivium model of learning, which consists of Knowledge, Exploration and Communication, is designed to ensure young people develop academic knowledge and skills for life through a rounded education, which includes real world experiences, debates, working with external experts and public speaking.

We realise the Trivium in two ways:

- Everyday Trivium, in which we want learners to experience learning through our 15 signature practices (see below). These include practices that form the backbone of great teaching, such as modelling, critical thinking and retrieval practice. In addition, they contain practices to develop wider skills and qualities, such as connecting with experts, creating 'beautiful work' that is exhibited publicly and presentational talk.
- Project Trivium, which provides learners with an experience of inter-disciplinary enquiry based learning. These projects see our learners involved in exploring the impact of health on longevity, the power of protest, or the ways to celebrate cultural diversity through food, to name just a few of the projects learners in Year 7-10 are doing this academic year.

Ladybridge Signature Practices

Knowledge	Exploration	Communication
Responsive Teaching	Critical Thinking	Oracy Framework
Engage with Experts	Real World Connection	Beautiful Work
I Do - We Do - You Do	Gallery Walk	Written Word
KWL Grids	Exploratory Talk	Presentational Talk
Retrieval Practice	PBL Framework	Public Showcase

We are committed to the long term development of our mission and of realising the Trivium. Our journey so far has involved developing the skills and experience around the more progressive elements of the Trivium and increasing the quality of the everyday experience for our learners. Much of our professional learning involves staff experiencing these processes in the role of learners, so that they develop a deep understanding of the implications of this work.

Our work around relationships and behaviour is also distinctive and incorporates staff learning psychological models and frameworks, including Transactional Analysis and Functional Fluency. The majority of our staff have completed 'TA101', an introductory course in Transactional Analysis and many of our staff have completed a TIFF profile (Template Index of Functional Fluency).

This new Assistant Headteacher role on our structure provides an opportunity to create the capacity within our team to build on the foundations of our work. We are keen to see greater consistency and expertise around the signature practices, increased use of new technologies and we wish to further strengthen our quality assurance processes to drive forward progress towards our mission.

We are offering the following opportunities to visit the school to meet one of the members of the senior leadership team:

- After school option: Monday 6th January at 4.00pm
- Wednesday 8th January at 10.15am
- Thursday 9th January at 2.15pm

Please contact Miss M Johns, HR & Cover Manager to book on one of the above dates via email HR@ladybridgehigh.co.uk

Application Process & Key Dates

Interested colleagues should complete the application form and write a letter of application to outline how your experiences to date prepare you for this role. In addition to this, please outline how a 'Trivium' approach to education can prepare learners both for their exams in Year 11 and for their life beyond school.

Deadline for application: Monday 13th January 2025 at 8.00am
Shortlisting: Wednesday 15th January 2025
Interview dates: Wednesday 22nd - Friday 24th January 2025

Please email completed applications to Miss M Johns, HR & Cover Manager at HR@ladybridgehigh.co.uk

Introduction to Ladybridge

Ladybridge High School is a local authority controlled state school two miles to the west of Bolton town centre. The school is at the heart of an incredibly diverse local community. Our learners have a broad range of academic starting points, socio-economic circumstances and ethnic backgrounds. Over 70 different languages are spoken by our learners and our families originate from over 35 different countries. Around 30% of our learners live in some of the most disadvantaged postcodes in the UK and around 30% live in the most affluent. It would be difficult to find a more comprehensive intake of young people. We celebrate our diversity and see the comprehensive nature of our school as a real strength.

Benefits of working at Ladybridge

Part of our distinctive ethos relates to how we treat staff and the culture this promotes. We aspire to be a true learning community, which we believe is best achieved through eradicating the fear of making mistakes. Taking calculated risks, reflecting on what we learn from this and working as a team are fundamental to our culture. Most of our energy as leaders goes into providing the best possible professional learning for staff and investing in the health and effectiveness of our relationships across the school. Openness, honesty and compassion are highly valued at Ladybridge, these qualities must be modelled at all times by our leaders.

Teaching staff at Ladybridge typically have a minimum of 20% Planning Preparation and Assessment (PPA) time, significantly above the national expectation of 10%. All teaching staff have a 'flexi afternoon' each fortnight, where they are free to leave the school site at the start of lunchtime. We do not expect teachers to work on their flexi afternoons. The vast majority of our associate staff also have varying degrees of flexible working. All our teaching staff, and many of our associate staff, are allocated an iPad, which helps us in a variety of ways, including ensuring data on achievement and behaviour are as live and accurate as possible. We use a 'study hall' approach to cover absent staff, which we very rarely use supply teachers or ask teachers to cover absent colleagues.

Staff wellbeing is prioritised at Ladybridge. Our swimming pool, leisure centre and 3G pitches enable us to offer staff swim sessions and free access to the gym and other sports facilities. Other staff wellbeing activities include football, badminton and tennis. The school farm also provides an enriching and nourishing environment for both staff and learners. The school also offers free Mindfulness and Cognitive Behaviour Therapy (CBT) sessions and courses for staff. In addition, staff are also offered the opportunity to access coaching sessions with an external professional at various points throughout the year.



Staff have access to 'Vivup', which is an employee benefits programme, consisting of many schemes and money saving initiatives designed to support mental, physical and financial wellbeing. Staff can

also access the Employee Assistance Programme, which provides a confidential support helpline 24 hours a day 7 days a week, 365 days a year for any emotional, personal or work-related issues. The Lifestyle Savings section has access to a range of instant savings and discounts for shopping, days out, restaurants and much more. There is also a Cycle to Work Scheme and a Health & Wellbeing section with links to various self-help workbooks, podcasts and advice.

Another attraction to Ladybridge is our emphasis on sustainability. The school has benefitted from a £1.4 million decarbonisation grant to fund the installation of air source heat pumps and solar panels. This also helps to 'future proof' the school as fuel costs rise. The environmental group within our learner Leadership Academy work with the staff to reduce our impact on the environment and to increase the biodiversity across the school site.



As beneficial as the points above are, perhaps the most significant aspect of working at Ladybridge is how staff are given the freedom to think, be creative and influence the development and improvement of the school. Staff autonomy, agency and creativity are valued at Ladybridge, within a structure of simple, consistent and effective systems and routines.

The Ladybridge Trivium

Ladybridge has a unique ethos and a 'Trivium' educational philosophy. More information on the Trivium can be found on our website here. The Ladybridge Trivium balances traditional and progressive educational approaches and prepares our learners for both the examinations they face at the end of Year 11 and the qualities needed to thrive and be successful throughout their lives. We seek to provide real world, authentic learning experiences that mirror complex challenges young people may face in the workplace in the future. A simple summary of the Trivium is given below:

1. KNOWLEDGE – Learn something new from an expert, this includes experts beyond school.
2. EXPLORATION – Debate, discuss, form your own ideas and gain authentic, real world experiences.
3. COMMUNICATION – Communicate your ideas to others, and perform publicly, in different ways to a variety of audiences.

WISDOM Qualities

We believe that young people who are kind, respectful, committed, curious and resilient, with the ability to work effectively with others in a team, are likely to thrive at school and beyond. These six 'WISDOM qualities' are promoted, recognised and valued highly at Ladybridge. The development of these qualities, along with academic knowledge, aligns with our mission to prepare young people for their future lives and to develop good citizens.

Investing in Relationships and Professional Learning

The health and quality of relationships ultimately determines the success of the school and how it feels to work and learn here. The school provides training for all staff in Educational Transactional Analysis, which involves the study of relationships and human interactions within an educational context, including all new staff completing the introductory certificate in Transactional Analysis (TA101). We are committed to providing the very best training and professional learning for our staff, both related to pedagogy and relationships.

Early Careers Teachers



The provision for Early Careers Teachers at Ladybridge High School is supportive and nurturing, fostering a culture of growth and professional excellence. We recognise and value the role of ECTs and, as such, you will have access to a comprehensive and individualised programme of mentorship and professional development designed to help you flourish and develop into a confident, capable classroom practitioner.

We model our programme on nationally recognised models of best practice, and work with STAR Teaching Schools and the National Institute of Teaching to deliver the Early Careers Framework, giving you access to the latest educational research, leading experts, and regular opportunities to collaborate with other ECTs. We also work with several local Initial Teacher Training providers, so whatever route you have taken during training, we have a good understanding of your starting point and prior experiences and how to help ensure you achieve your career goals!

All of our ECT mentors are trained in effective mentorship and coaching, and we are proud of the fact that they are all enthusiastic, committed and passionate about their role. In addition to a Subject Mentor, your ECT team will include a Professional Mentor who will meet with you regularly to provide you with wider training, networking opportunities, and wellbeing support. You will have regular meetings and feedback with your Mentors to guide and inform your teaching practice and progression.

Beyond your ECT induction, there are a wealth of CPD opportunities to further grow and develop at Ladybridge, and many of our ECTs quickly move into positions of additional responsibility and leadership roles.

NPQs at Ladybridge

As part of our commitment to Continuous Professional Learning at Ladybridge, we actively encourage our teaching staff colleagues to apply to study for National Professional Qualifications (NPQs), working with Best Practice Network and Ambition Institute. These are a suite of DfE accredited qualifications for school leaders, and those aspiring to leadership, designed to support their professional development. Colleagues can follow specialist pathways of Leading Teaching, Leading Teacher Development, Leading Behaviour and Culture, or Leading Literacy, as well as further pathways for senior leadership and headship. Whilst these courses are fully funded by the DfE, as a school we support by providing any lesson cover needed to allow participants to engage with the course through face to face meetings, rather than remotely, or through coaching and mentoring meetings. In addition to this, we also allocate every participant an in-school leadership coach, who will meet with their coachee a minimum of six times throughout the duration of the qualification, in addition to the course coach allocated by the provider. That way, all leaders and aspiring leaders developing themselves through the NPQs have unlimited access to face to face support, guidance and coaching. On completion of the NPQ, colleagues are encouraged to look at what their next steps may be, whether that be embarking on an NPQ in another specialism, or looking to move on to the NPQ for Senior Leaders. Whatever their choice, at Ladybridge, we place huge value on the importance of the professional learning of all staff and will actively seek ways to support colleagues in their development.

Leadership Programme

We run our own Leadership Programme, which combines Leadership Matters materials with reflection sessions, coaching and shadowing opportunities. All staff can access this programme, regardless of role or seniority.

External Partnerships

Strong external partnerships help to support and enrich our work. We are members of the Bolton Learning Partnership, which provides many opportunities for professional learning and sharing best practice locally. We are also part of a national network of schools through Big Education, called the Next Big 10. Many of our real world learning experiences have been made possible through working with the Comino Foundation. Comino partnerships have enabled our learners to gain work experience at McCanns advertising agency, pitch ideas to ITV executives and work with partners such as the Whitworth Gallery and the Manchester University to name just a few examples.

Looking beyond the boundaries of the school gates have also led to the creation of our Learning for Life (LfL) days, where staff get to develop and share interests and passions with learners through an incredible variety of enriching, expansive and exciting learning experiences. The LfL days from last year can be seen here. You can also get a flavour of what happened this year through our Instagram, Twitter and Facebook pages.

Ladybridge
High School

Assistant Headteacher (L12-16)

Job Description

Purpose	• Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD). • Undertake the professional duties of the Headteacher in the event of his/her absence, as required. • Help to formulate and review the aims and objectives of the school. • Establish policies to promote high standards. • Manage staff and resources. • Monitor and evaluate the progress of policies. • Undertake professional duties of the Headteacher as delegated. • Provide leadership to ensure high quality education for all and improved standards of learning and achievement.
Reporting to	Deputy Headteachers and Headteacher
Liaising with	Headteacher, SLT, teaching staff, support staff, governors, LA representatives, external agencies, parents and members of the community.
Working Time	Full Time
Salary/Grade	L12-L16
Disclosure Level	Enhanced

Specific Responsibilities

- Lead the development of both 'Everyday' Trivium approaches to maximise the quality of teaching and learning.
- Ensure our Ladybridge signature practices are used frequently and to a consistent quality across the whole school through leading CPL sessions and developing the Ladybridge Staff Web to provide clear, accessible online learning for all staff.
- Develop a culture of professional curiosity and reflection around the Trivium, providing opportunities for staff to explore and share pedagogy both within Ladybridge and beyond. This should include both 'technical' and 'progressive' approaches in order to prepare young people for both examinations and lifelong learning.
- To develop a strategy for the development of classroom environments across the school, making use of research and learner experiences to create the most impactful spaces for learning.
- Develop the use of technology to improve teaching and learning and provide opportunities for greater learner agency.

- To be responsible for the standards of teaching and learning across the school through leading a comprehensive quality assurance process that drives school improvement and provides an opportunity to engage learners, teachers, support staff and governors in understanding the experience of our learners.
- Lead aspects of staff induction that immerse new staff in our Trivium approach to learning.
- Provide opportunities for staff to engage in and lead independent research.
- Effective line management of the Teacher Training Lead and the Early Career Teacher Professional Mentor.
- Effective line management of departments.

The senior team consists of the Headteacher, two Deputy Headteachers and five Assistant Headteachers. Collaboration with other members of the Senior Leadership Team is essential, in particular, with the senior leaders listed below:

- The Assistant Headteacher responsible for assessment
- The Assistant Headteacher responsible for curriculum
- The Deputy Headteacher responsible for pedagogy
- The Deputy Headteacher responsible for relationships

Beliefs and Qualities

1. To share the Ladybridge beliefs that:
   a. Learning is for all
   b. Learning changes lives
   c. Honesty promotes learning
2. To make a leading contribution to achieving the mission of Ladybridge High School which is:

   The mission of Ladybridge High School is to ensure all of our learners develop the knowledge, sense of direction and moral purpose to thrive in the future. The success learners experience at Ladybridge will instil the self-belief and resilience required to overcome challenges in life. Our young people will leave Ladybridge as good citizens who are ready to make a positive contribution to their communities.
3. Lead by example - with integrity, creativity and clarity – along with the Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.
4. To have a relentless drive and determination to provide the very best, rounded education for all Ladybridge learners.
5. To passionately share a belief in our 'Trivium' educational philosophy.
6. To passionately share the belief that we will achieve very little as a school without strong relationships across the school community.

Dimensions of Leadership

The following dimensions of leadership are required:

1. A vision for the future.
2. The ability to work with others.
3. The ability to deliver and have impact.

Knowledge and Experience

Specific to teaching and learning:

- Knowledge of the best practice and research in teaching and learning
- An understanding of how to raise the standards of teaching
- Understanding of both technical and progressive pedagogies including enquiry/project based learning
- Knowledge and experience of using technology to improve teaching and learning
- Knowledge of coaching models and functional fluency
- Understanding of the wide range of factors that impact learning

Learners and Staff

1. Form positive relationships with staff and learners that are rooted in mutual respect.
2. To lead school improvement with staff and learners in a highly creative and autonomous way, showing genuine agency and drive.
3. Hold ambitious standards for all learners, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on learning.
4. Secure high quality teaching and learning through an understanding of how people learn.
5. Create a learning culture where all learners and staff are committed to changing and learning.
6. Hold all staff to account for their professional conduct and practice.

Systems and Processes

1. Ensure that the school's systems, organisation and processes are effective.
2. Provide a safe, calm and well-ordered environment for all learners and staff, focused on safeguarding learners.
3. Establish fair but robust systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher and leadership team to account for learner, staff and financial performance. To attend relevant governor meetings as required.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources in the best interests of learners' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, creating successful teams who are prepared to challenge one another to improve the quality of education at Ladybridge.
7. Line manage Heads of Department and other staff as required.

Self-Improving School System

1. Help to create 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 learners.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all learners.
3. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
4. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
5. Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in people's lives.

Additional Duties

- To engage actively in the Professional Learning and Performance (PLP) process.
- To undertake any other duty as specified by School Teachers' Review Body (2015) not mentioned in the above.

Colleagues will be expected to comply with any reasonable request from the Headteacher or his representative to undertake work of a similar level that is not specified in this job description.

Ladybridge
High School

Person Specification

Assistant Headteacher (L12-16)

ESSENTIAL REQUIREMENTS	DESIRABLE
Qualifications	
• Qualified Teacher Status. • Degree relevant to teaching subject. • Qualifications that demonstrate a broad academic understanding.	• NPQ qualifications
Knowledge & Experience	
• Experience of leading successful teams. • Deep knowledge and experience of teaching and learning. • Knowledge and experience of the innovative use of technology in the classroom. • Understanding of both technical and progressive pedagogies including enquiry/project based learning. • Experience and knowledge of effective quality assurance and raising the standard of teaching. • Knowledge of coaching models and functional fluency. • Knowledge of the best practice and research in teaching and learning. • Knowledge of educational research related to teaching and learning.	• Experience of the use of technology to improve teaching and learning. • Experience of leading learning that engages community/connects learners with the 'real world'. • Experience of the effective use of cloud-based systems to improve teaching & learning (eg Google Classrooms).

Teaching & Learning

- Strong classroom practitioner.
- Track record of strong academic progress for learners.
- Able to model excellent teaching and learning for others.

Leadership

- Able to articulate a vision for the curriculum.
- Able to influence and have impact.
- Have the drive to take the required action to ensure all learners get the best possible education.
- Firmly committed to young people and their learning.
- Able to set a clear strategic direction.
- Able to mentor and coach others.
- Able to hold others to account in a fair but relentless manner.
- Able to treat others with respect and compassion.
- Able to create highly collaborative and effective teams.
- Models the personal qualities outlined below.

Personal Qualities & Beliefs

- Values diversity.
- Alignment with Ladybridge beliefs and mission (see job description).
- Committed to developing learners' agency and independence.
- Optimistic outlook.
- Honest, reliable, open minded, modest and full of integrity.
- Belief that strong accountability alone is insufficient to provide a truly great education for young people.
- Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.
- Able to relate young people and form positive relationships with them based on mutual respect.
- Excellent time management and organisational skills.
- Able to listen to others and respond in an emotional intelligent manner.
- Good attendance and punctuality.