



Olive Academies

Head of Academy

OA-Havering

- Leadership scale 19-23
- 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 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:

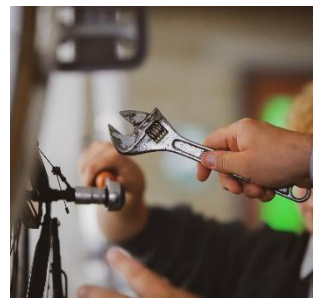
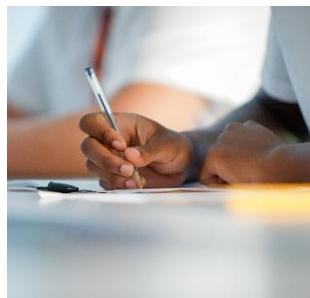
- Giving students real-world experiences.
- Creating a pathway to post 16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.
- 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 looking for an experienced leader to become our Head of Academy, undertaking the management and leadership of OA-Havering (OA-Hv). The successful candidate will ensure the vision and values of the trust are delivered so that OA-Hv is a beacon of best practice in the education and care of pupils, who have experienced considerable difficulty in mainstream schools, so that they can re-engage with education, make good progress, achieve academically, and, wherever possible, return to a mainstream education.

The postholder will:

- provide consistent and motivational leadership to the senior team, teaching and support staff, children, families and the wider community served by OA-Hv
- ensure the successful implementation of an innovative curriculum offer and the day-to-day smooth running of the academy
- ensure the successful delivery of the vision, ethos, aims and objectives as determined with and agreed by the trust
- ensure that statutory requirements, the decisions of the Academy Advisory Board and trust, and the needs of the pupils are met on a day-to-day basis
- maintain a curriculum model that will address the previous underachievement of children, re-engage them with learning, and ensure rapid progress to the point where they can successfully re-integrate into a mainstream setting
- ensure the collection, analysis and dissemination of data to drive improvement
- ensure a range of high quality, multi-agency services are available to support the educational, behavioural and social needs of our pupils
- ensure full compliance with health and safety legislation, including the Health and Safety at Work etc. Act 1974, the Health and Safety Policy and all locally agreed safe methods of work
- promote Olive Academies MAT's Equal Opportunities Policy and Diversity Strategy, maintaining standards of conduct which prevent discrimination from taking place and promote Olive Academies' policy of inclusion
- manage the development and implementation of policies for OA-Hv and ensure that the values, ethos, policies and procedures are fairly and consistently implemented across the academy
- attend, as required, a range of meetings within and occasionally beyond the borough
- lead on the overall curriculum design, teaching and learning and promoting the acquisition of appropriate qualifications and accreditation by pupils
- prioritise and promote improved attendance, re-integration to school and progression to further education and training
- provide a broad and balanced curriculum offer with integrated care support as appropriate
- ensure effective delivery of educational support to each pupil against an agreed individual educational plan or education health and care plan

- develop and maintain effective assessment, recording and reporting systems to monitor each pupil's progress across a range of academic, behavioural and social indicators and to improve standards of teaching
- ensure that each pupil has access to a personalised curriculum offer aligned to their needs
- lead the implementation of policies and procedures for behaviour management, and influence and effect the use of positive strategies by staff and pupils to manage behaviour
- implement agreed strategies that will promote 'pupil voice' and involve pupils in a meaningful way in the future development of the academy, treating them as partners in the learning process
- maintain high expectations amongst staff for the academic progress of all pupils
- ensure that pupils and their parents are well-informed about curriculum attainment and progress and are able to understand targets for improvement
- take responsibility for behaviour, pastoral care, safeguarding and pupil progress
- participate in the recruitment and selection of staff
- provide inspirational leadership and professional guidance for staff
- implement the robust performance management policy and processes that will set operational and/or performance goals for all members of staff, which are clearly linked to the long-term objectives as set out in the strategic and annual improvement plans
- maintain a working environment that attracts and retains the best staff and volunteers
- contribute to and implement the strategy for classroom observations, linked to the performance management policy, which is focused on the quality of teaching and learning
- maintain a working environment that attracts and retains the best staff and volunteers
- ensure HR policy and procedures are implemented on a day-to-day basis
- manage the on-going professional development of staff, in alignment with the strategic goals of OA-HV
- deliver effective management of financial and physical resources
- contribute to opportunities to enhance and extend resources to further the vision through partnership working, external funding, and smart working, as agreed with the executive headteacher
- implement positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community
- act in accordance with legislation pertaining to the conduct of the academy, particularly for matters of health and safety and employment rights. Ensure health and safety assessments and the risk assessment of OA-HV's budget are undertaken
- provide information to the executive headteacher during the formation of the annual budget, to ensure the academy achieves its objectives
- ensure the most effective deployment of staff to achieve the highest quality of education and value for money
- plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control

- promote and safeguard the welfare of children and young people in accordance with the MAT's safeguarding and child protection policy
- manage pastoral care, pupil welfare, anti-bullying, and child protection procedures effectively
- take part in meetings with external agencies to ensure arrangements for admission are appropriate to the provision required by the child or young person, including regard to their safeguarding
- implement and contribute to the regular review of the academy's safeguarding policy and procedures
- collaborate with the deputy designated safeguarding lead and safeguarding team in your role as designated safeguarding lead
- ensure regular safeguarding training is delivered to all staff
- oversee the maintenance of the single central register and review its status and accuracy termly with the person responsible for its maintenance
- work cooperatively with the executive headteacher and the local safeguarding board and contribute to reports to the Academy Advisory Board on the effectiveness of safeguarding procedures
- take responsibility for communication with parents/carers and external agencies
- create strong links and collaborative ways of working with all OA-Hv stakeholders including the wider community, partner schools (primary and secondary) and sponsor organisations, ensuring OA-Hv is at the heart of the community
- recruit pupils by developing effective partnership arrangements with local schools and robust procedures for the commissioning of places at OA-Hv
- work with OA-Hv stakeholders and partners to achieve common goals
- contribute to working with Children's Services in the local authority in support of the achievement of transformation of educational opportunities for disaffected and vulnerable pupils
- offer a wide range of curriculum enrichment activities and promote the opportunities provided for pupils and families and the academy community
- manage the partnerships and opportunities for pupils with medical difficulties and work to ensure compliance with legislation concerning full-time provision
- contribute to preparations for inspections by OA MAT, auditors, Ofsted, HSE, etc
- take responsibility for ensuring data quality and the integrity of management information through the proper use and safekeeping of data and record systems both manual and computerised
- collaborate with local industries to support pupils' developing awareness of the world of work
- work collaboratively with local schools to share expertise and bring positive benefits to the academy
- provide information, objective advice and support to the executive headteacher so the Academy Advisory Board can be enabled to meet its responsibilities for securing effective teaching and learning, high achievement and value for money
- contribute to accurate accounts of the academy performance in a form appropriate to a range of audiences e.g. governors, trust members, commissioners and parents
- have regard to all DfE statutory guidance concerning alternative provision

- contribute to monitoring academy performance, effectively measuring against transparent targets so that strategic planning is based on reliable data and shared knowledge
- participate in and personally conduct common systems of performance management and appraisal and set performance indicators that will promote continuous improvement against evidenced outcomes
- ensure any necessary conduct or capability proceedings are taken forward in a timely and appropriate manner, under the direction of the executive headteacher
- ensure that all activities operate in accordance with statutory obligations and appropriate commissioning, especially where third party agencies are engaged
- participate in job-related training including safeguarding, health and safety and any other relevant training as directed by management.
- undertake any other reasonable duties commensurate with the nature and grade of the post at the direction of the executive headteacher, Academy Advisory Board, CEO or MAT board

Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive headteacher 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 participation in recent and continuing professional development relevant to a strategic leadership post	A	Essential
Commencement of, or completion of, the NPQH	A	Desirable
A relevant post-graduate qualification in education management	A	Desirable

Experience

Significant recent and relevant experience as a deputy headteacher or headteacher	A	Essential
Successful implementation of a strategic vision for the development of a learning environment suited to pupils demonstrating a range of needs	A, I, T	Essential
Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement	A, I	Essential
A minimum of 5 years middle or senior leadership experience relevant to the challenges of the post	A, I, R	Essential
Evidence of successful use of monitoring and evaluation strategies to raise standards across an academy	A, I, R	Essential

Experience of analysing and interpreting assessment data to ensure effective pupil progress, raise standards and achieve outstanding pupil outcomes	A, I, T	Essential
Evidence of managing, planning, and organising major curriculum areas and driving innovations in teaching and learning	A, I	Essential
Experience of overseeing safeguarding arrangements in relation to children and young people with complex special educational, social and emotional needs	A, I	Essential
Leadership of impactful, specialist programmes for young people with SEMH or other challenging behaviours	A, I	Essential
Experience of leading a team that has delivered complex problem solving in relation to pupils with SEMH	A, I	Essential

Knowledge

Knowledge of the features that constitute an outstanding alternative provision academy	A, I	Essential
An understanding of the behaviours and qualities of a leader who successfully drives cultural change within an organisation	A, I	Essential
Good understanding of the processes that underpin strategic and operational planning, data collection and analysis, and academy self-evaluation	A, I	Essential
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	A, I, T	Essential
Up-to-date knowledge of specialised curriculum for children with SEMH	A, I, T	Essential
An understanding of disadvantage and difficult settings	A, I, T	Essential
Wide knowledge of teaching, learning and assessment strategies and an openness to new and/or innovative ideas that effectively promote outstanding learning and pupil progression	A, I, T	Essential
An understanding of the role of agencies operating under the umbrella of Children's Services	A, I, T	Essential

Knowledge of the current, relevant inspection frameworks for pupil referral units and/or alternative provision academies	A, I	Essential
Good understanding of safeguarding procedures in the context of the education of vulnerable pupils and the measures that need to be in place to ensure pupil safety and well-being in an alternative provision setting	A, I, T	Essential
Understanding of the accountabilities and responsibilities of senior leaders to governance boards in the context of a multi-academy trust	A, I	Essential

Skills and Abilities

Able to lead and inspire staff to continually improve their own practice, informed by a detailed understanding of what constitutes outstanding teaching and learning	A, I	Essential
A track record of being a good and outstanding classroom practitioner with the ability to model teaching and learning strategies for pupils across the academy	A, I, R	Essential
Communicates effectively to drive a shared vision and ethos across a school so that it impacts on day-to-day practice	A, I	Essential
Good analytical and problem-solving skills and the ability to make informed judgements	I, T	Essential
Demonstrable personal experience of introducing effective strategies that improve poor attendance and behaviour for learning by pupils	I	Essential
Confident user of school data and performance indicators to establish benchmarks and set targets for improvement	I	Essential
Skilled at engaging parents and carers in supporting children's learning	A, I	Essential
Understands, and can apply, the legislative framework in which an academy senior leader must operate	I	Essential
Able to inspire and motivate staff, pupils and the wider community and engage their active commitment to the trust's vision	I, R	Essential

Personal Aptitude

Personal and professional resilience in the face of challenging situations	A, I, R	Essential
Strong personal motivation and drive	I, R	Essential
Self-motivated, productive, diligent and thorough	A, I, T	Essential
Demonstrates emotional self-awareness and self-control	A, I, T	Essential
Relentless energy and passion in pursuit of the vision, working collaboratively with colleagues to achieve the common goals	A, I, T	Essential
Commitment to an open, collaborative style of management	I	Essential
A good team member and leader with sensitivity and understanding of when to lead, listen, motivate and delegate	A, I	Essential
Desires to fill the role of lead professional in developing classroom practice	I, R	Essential
Commitment to own personal and professional development and that of colleagues	A, I	Essential
Convinced of the transformative nature of excellent education	A, I, T	Essential
Has empathy with the needs of children, especially the vulnerable and those from disadvantaged backgrounds	A, I, T	Essential
A genuine enthusiasm for building the self-confidence and resilience of children and young people who have disengaged from a mainstream education	I	Essential
Maintains appropriate relationships and personal boundaries with staff and young people	I, R	Essential
Is committed to the safeguarding of vulnerable young people	I	Essential
A commitment to projecting the trust in a positive way and establishing it at the heart of its communities	I	Essential
A commitment to the vision, values, aims and objectives of Olive Academies Trust	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