



The Telford Langley School

ENSURING EXCELLENCE

Appointment of Deputy Headteacher – Relationships

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INTRODUCTION

Dear Applicant

Thank you for taking the time to read about this exciting opportunity to be Deputy Headteacher at The Telford Langley School, a secondary school in the Community Academies Trust. I hope you find the information in this pack helpful.

Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. The Trust has grown since 2012 and now comprises three secondary schools and thirteen primary schools in Warwickshire, Staffordshire and Telford.

We are proud of our community school based origins and organise ourselves so that schools operate locally, sharing resources and excellent practice with other Community Academies Trust schools that they are near.

Our Trust is a values driven organisation. We believe in the talent of young people and we are driven to ensure local communities have exceptional schools. Schools in our Trust are:

- Focused on achieving excellent academic, personal and social outcomes for our children.
- Committed to the moral imperative of community school improvement and shared system leadership.
- Mutually supportive, and fiercely loyal to each other.
- Equal partners with all other schools irrespective of their phase, size or successes.
- Multi Academy Trust minded - our schools celebrate the success of others as well as themselves and share accountabilities.
- Financially disciplined and committed to fulfilling their delegated responsibilities to the best of their abilities under a robust governance arrangement.

This culture and ethos ensures the young people in our care benefit from expertise and support shared across all our schools so that we can maintain our attention to our **children's** individual talents and potential. I use this story to illustrate my own personal commitment to the children in our schools:

“As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. As he caught up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. The old man said that there were millions of starfish, and how could he possibly make a difference. The young man looked at the starfish in his hand and threw it into the waves **to safety “it makes a difference to this one” he said.**

The main message from this story is clear - children will thrive if we all make sure we focus on them as individuals, get to know them well, meet their needs and be ambitious for them.

Our schools are orientated around ensuring excellent provision and are constantly reflecting on what is best for our working environment and for the young people in our care. All of us at our Trust want the children to achieve socially, personally and academically and leave school with a crucial sense of possibility - vital for success in life.

We are looking for leaders to join a professional family that values partnership and collaboration. When you work with us, we are also keen that you will grow as a professional and benefit from our culture of professional development.

Good luck with your application.

Yours sincerely

Philip Hamilton OBE
Chief Executive Officer



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ABOUT COMMUNITY ACADEMIES TRUST

Community Academies Trust (CAT) is a leading multi-academy trust currently comprising 17 schools - 14 primary and 3 secondary - dedicated to delivering exceptional community-based education.

The name Community Academies Trust (CAT) is derived from our main focus and ambition for our organisation - excellent community education. We are committed to preserving local school identity and ethos, and adopt strategies for school improvement that build on and enhance local reputation, raise standards and respond to the needs and aspirations of those we serve.

We work with primary and secondary academies where world-class achievement is the expectation - our community academies are driven by a desire to lead rather than follow, to be beacons of outstanding local provision which local families believe in and can rely on for excellence for their **children's** education. As a community academies sponsor we are equipped to work with schools and students from reception through to KS5 and sponsor both secondary and primary providers.

TRUST INFORMATION

School improvement and the development of excellent community school provision is best achieved by local talented leaders and staff in our schools.

Our structure is designed to achieve this. We are arranged in hubs to ensure, with the support of the main Trust board and leaders, that local stakeholders govern the academies in the hub. Their aim is to ensure actions are in place to secure outstanding community academy provision.

Each hub benefits from the central support services the CAT provides as well as a presence at local level to support the achievement of our goals. This work includes support functions (for example finance and HR) led by CAT staff and focuses on achieving economies of scale and quality. It also includes school improvement services and structural support that ensures excellent professional leadership and rapid school improvement.



“ Young people are valued as individuals. ”

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CAT VISION AND VALUES

Our approach is based on a fundamental belief that all young people have talent and the potential to achieve more than they ever thought possible.

Achievement in three main areas:

Academic: Excellent standards and outstanding progress are a prerequisite for success in life equipping young people with the skills and knowledge they will need to be successful, happy and productive citizens.

Social: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that engender mutual respect between young **people, and all other members of our academies' communities will ensure** learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Personal: All young people achieve things they can be proud of every day in addition to academic success and outside our **school's** planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instill in them a sense of pride in who they are and what they achieve.



4 OUR ACADEMIES

Birchwood Primary School
Budbrooke Primary School
Chadsmead Primary Academy
Dordon Primary School
Grange Park Primary School
Heathcote Primary School
Kingsway Primary School
Millfield Primary School
Stoneydelph Primary School
Stratford upon Avon Primary School

The Polesworth School
The Telford Langley School
The Wilnecote School
The Woodlands Community Primary School
Windmill Primary School
Wood End Primary School
Woodloes Primary School



COMMUNITY ACADEMIES TRUST
Institute of Education

The CAT Institute of Education is the center for professional development, school improvement and teacher training for the Community Academies Trust.

The Institute of Education serves almost 1300 colleagues across eighteen secondary and primary schools, and we are deeply committed to school improvement and the very best people development and enrichment.

Our goal is for every colleague in every school to be the best possible version of themselves they can be. The IoE facilitates and integrates evidence informed practice, knowledge and expertise across networks, subject communities, and groups of schools.

This is born from a spirit of like-mindedness, of collaboration and of mandating excellence.

We empower colleagues and place the needs of our people and the communities we serve at the front and center of all we do. We believe we are better together and value collaboration within and beyond our Trust.

We use our influence and resources to build and sustain growth that provides the very best in initial teacher training, early career induction, professional learning, mentoring, coaching, leadership development and access to expert and professional network groups.

It's been long acknowledged that teachers and professionals working in and with schools have the power to transform lives. The most important thing we can do is to provide the opportunity for all colleagues in our Trust, and beyond, to flourish.



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THE TELFORD LANGLEY SCHOOL

Located in the Dawley area of Telford in Shropshire, The Telford Langley School is a co-educational secondary school with around 1,100 students aged 11 to 16, which joined the Community Academies Trust in 2015.

The Telford Langley School seeks to provide high quality teaching in a safe and secure learning environment that challenges pupils to reach their full academic potential and develop into well-rounded individuals. With the **School's commitment to, 'Ensuring Excellence,' students are encouraged to be aspirational in their approach**, as well as developing their talents through an extensive programme of leadership and extracurricular opportunities. In this way, students are equipped with the knowledge, skills and qualities to both achieve success and enjoy their learning experience.

A high proportion of students continue in education or training and employment after completing their studies and The Telford Langley School is committed to providing an engaging and broad careers programme. Following Year 11, some students progress to Sixth Form, usually offering academic routes such as A-Level or applied BTEC courses; or College with a choice of academic routes including A-Level, the new T-Level which bridges the gap between academic and technical education or a wide range of vocational courses.

Developed in accordance with the, **'Eight Gatsby Benchmarks for Good Career Guidance,'** the School offers a comprehensive careers programme. With first-rate, timely and age-appropriate careers education, information, advice and guidance, the school believes that all students should have opportunities to explore their strengths and interests so that they can make better informed choices.

Many students successfully gain work experience placements, some in areas of particular interest and others with the aim of acquiring specific skills such as customer service, numeracy and communications skills. The school is also active in developing links with local businesses which are willing to engage with students and give industry insights and opportunities.



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TELFORD AND WREKIN SCHOOL SPORTS PARTNERSHIP

The Telford Langley School is host to a highly regarded School Sport Partnership which is instrumental in developing high quality sport and physical education opportunities for young people and their families across the Telford and Wrekin area. At the core of the **school's** delivery, is the provision of a comprehensive annual programme for partnering primary and secondary schools covering sports coaching, competitions, sports festivals, young leader qualifications, leadership and volunteering academies and teacher training.

Working with external partners such as the Youth Sports Trust, Energize Active Partnership and community sports providers, The Telford Langley **School is responsible for the delivery of the Government's School Games and Change 4 Life** strategies across the district. The school has created a sustainable and inclusive annual calendar of Inter and Intra School Games competitions. Moreover, working closely with **Telford's** primary and secondary school PE associations, seek to ensure talented young participants and leaders are identified and signposted towards opportunities to further develop their talent. The Telford Langley School has delivered training and guidance to support partner schools in establishing Change 4 Life Sport Clubs that are aimed at engaging less active young people in lifelong physical activity.

The Telford Langley School is also proud to be a Barclays FA **Girls' Football School Partnership** hub site whose aim is to build a sustainable infrastructure **of schools committed to developing the girls' game**. In addition, the school has recently been tasked by the England Rugby Football Union to run one of only two national pilot projects aimed at increasing Rugby Union participation in schools.



7 THE ROLE

At The Telford Langley School, we have an amazing opportunity to join our Senior Leadership Team. The successful candidate will make a positive impact on the lives and futures of the students in our school.

We are looking for an exceptional leader to join our school community. We wish to appoint an enthusiastic, dynamic and ambitious leader to be Deputy Headteacher for Pupil Behaviour and Relationships to support our ongoing school improvement journey towards 'Ensuring Excellence'. **The successful applicant will play a significant role in leading the school, with drive and determination to have clear impact on student outcomes.** Applicants should have relevant experience and a proven track record of whole-school leadership, with the credibility and presence to take the strategic lead for behaviour, relationships and culture. Duties will include setting and embedding high expectations, ensuring consistent systems and routines, developing staff practice in behaviour management and de-escalation, and working closely with pastoral leaders, families and external agencies so that all pupils feel safe, supported and ready to learn.

We seek a leader who is passionate about personal development, academic excellence, collaboration and delivering high quality support for every student.

We look towards research and cognitive science to inform our teaching practice. We prioritise collaborative working across our trust to ensure that we constantly seek the most effective, sustainable approaches. We embrace a culture of continuous improvement and promote a coaching culture.



OUR SCHOOL

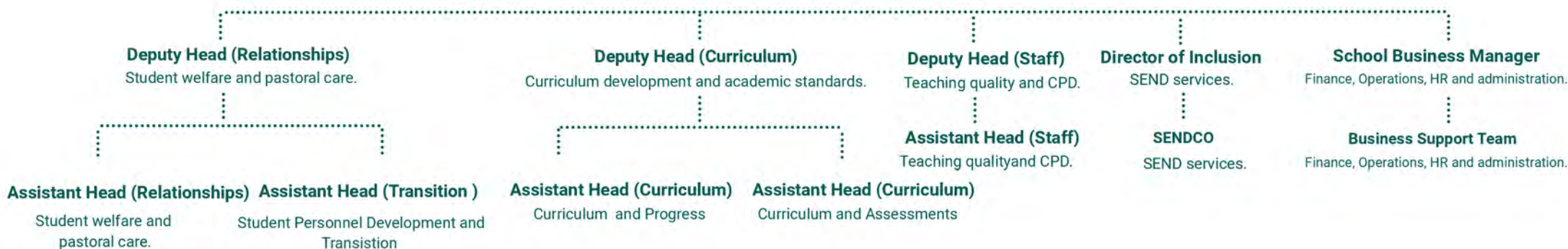
Organisational structure showing our school's leadership hierarchy and reporting lines.



Senior Leadership

Headteacher

Overall school leadership and strategic direction.



Heads of Department

Core Subject Leaders

Subject Leaders



8 JOB DESCRIPTION

Deputy Headteacher - Relationships

Post	Deputy Headteacher - Relationships
Responsible to	Headteacher
Salary	Leadership Scale L20-L24
Location	The Telford Langley School
Working pattern	Full time
Disclosure level	Enhanced
Key relationships	Operational and Strategic Leadership Teams; Heads of House; other Subject and House Leaders; Learning Support; LA; parents
Responsible for	All leaders and staff including senior teams in the area of teaching
Key Priorities	

- Contribute to the strategic leadership of our schools in Telford as part of the Strategic Leadership Team (SLT).
- Ensure our values are put into practice and that we make significant progress across the school.
- Shadow and support the work of the Operational Leadership Team.
- Model operational and strategic excellence.
- Raise levels of achievement and standards through high-quality line management and implementation of a robust and effective climate for learning across the schools.
- Ensure a consistent response to behaviour across all schools.
- Work to ensure there is a culture of encouragement and support across the schools.
- Contribute to the development and leadership of all teams.
- Model our values.
- Ensure schools in the trust are distinctive as centres of excellence.
- Deputise for the Headteacher as and when necessary; in the absence of the Headteacher, assume overall responsibility for the smooth running of the schools.
- Ensure the effective and efficient deployment of resources to achieve value for money.
- Ensure a positive and purposeful learning-centred partnership with the community.
- Be the Designated Safeguarding Lead, responsible for all child protection related activity.
- As Designated Safeguarding Lead, take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document.

Relationships for Learning

- **Ensure support systems, team approaches and leaders' focus across all the schools are robust and lead to improved teaching and an excellent climate for learning** characterised by mutual respect and excellent behaviour.
- Ensure professional learning is provided to support implementation of new work in the area of behaviour and climate for learning.
- Ensure a consistent response to behaviour across all schools.
- Support the distribution of leadership throughout the schools by modelling excellence in leadership, and providing professional learning opportunities for developing and improving self-evaluating leaders.
- Ensure effective counselling and wider emotional and behavioural support for all students.
- Utilise new technologies and develop a system that supports the effective management of support and intervention for emotionally vulnerable students.

- Advise the Strategic Leadership Team on all matters relating to developing excellent relationships for learning.
- **Work with the schools' leadership on the performance of all staff for enhanced student outcomes.**
- Coordinate and ensure effective liaison with external agencies.
- Gate keep exclusions.
- **Ensure "Keeping Children Safe" is read and lived by all staff across the schools.**
- Ensure, through oversight, the quality and accuracy of the Single Central Record.
- Liaise with the community on all matters relating to behaviour.
- Lead the pastoral teams.
- Lead and develop a counselling and advisory service within and across the schools.
- Oversee transition.
- Lead and develop effective tutor group and PSHE systems.

Strategic Planning

- Support and communicate the agreed vision and strategic direction so that it is shared, understood, defined and implemented by all stakeholders.
- Support the creation and implementation of the strategic plan and annual improvement plans to secure whole school improvement.
- Support the Headteacher in keeping all planning documentation under continuous review.
- Lead by example and provide inspiration and motivation to the whole school community, supporting the generation of an over-arching ethos and associated policies that promote high levels of progress and attainment within an inclusive, caring and safe environment.
- Play a key role in raising attainment and aspiration, ensuring the school achieves its performance targets and the best outcomes for all children and young people.
- Challenge, motivate and empower others to gain ambitious outcomes.
- Be aware of the changing educational environment.
- Participate in recruitment and selection.
- Work collaboratively with SLT to participate in self-evaluation processes that lead to the identification of key priorities.
- Work with SLT to achieve the short, medium and long-term strategic aims of the school.
- Take a lead role in planning, monitoring and evaluating key areas of accountability.
- Be flexible and able to work effectively and productively in all situations, adapting styles of leadership as a result of changing circumstances.

Teaching, Learning and Guidance

In collaboration with senior teams:

- Ensure excellence in classroom practice informed by the principles of Assessment for Learning.
- Drive up standards.
- Line manage staff.
- Model excellence in leadership and day-to-day practice, including teaching, care and welfare.
- Design and implement effective student advice and guidance systems across the schools.

Relationships

- As part of the SLT, ensure an excellent climate for learning across the schools.
- Ensure positive relationships for learning as part of the SLT and as a link to a pastoral leader.
- Work with other leaders to ensure an intelligently consistent approach to the management of behaviour, sanction and reward.
- Model an emotionally intelligent approach to ensuring excellence in behaviour for learning.

Staff

- Lead, guide, support, mentor and develop senior and other staff; hold senior staff to account for their work.
- Set expectations for all staff and students, in the context of school policies, and help them to achieve those standards in relation to day-to-day working practice.
- With the senior teams, identify and respond to the professional learning needs of staff, utilising all available expertise and provision.
- With the senior teams, ensure effective induction, support and training for new staff and trainee teachers.
- Develop effective working relationships with all teams.
- Undertake performance management review(s), acting as a reviewer.
- Contribute to the assessment of staff skill in support of pay progression based on sound evidence.
- Participate in recruitment and selection.
- Act as a positive role model for staff on a day-to-day basis and lead others with high levels of emotional intelligence, adopting a professional persona that all staff can rely on for support, leadership and guidance.

Communications

- Work with the Governing Body to enable it to meet its responsibilities, attending Full Governing Body meetings.
- Ensure effective collaboration and consultation with staff, parents and students.
- Liaise and work with partner schools, parents, and other relevant external agencies (e.g., Social Services).
- Excite and engage visitors at Open Evenings and other events.
- Ensure regular communication between teachers and parents.
- Ensure effective management of accommodation and learning resources.

Other Specific Responsibilities

- Comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

Safeguarding Children

Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post-holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty - This role is covered under Part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

9 PERSON SPECIFICATION

Qualifications and Experience

- Good honours graduate.
- Qualified teacher status.
- Ability to be the schools Designated Safeguarding Lead
- Competence in the effective use of ICT on a day-to-day basis.
- Evidence of relevant professional development relating to school management and current educational developments.
- Interest in/already registered for NPOH.
- Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people.
- Proven high standards of classroom practice.
- Teaching experience across the full ability and age range in a variety of school contexts.
- Successful senior leadership experience in a secondary school.
- Proven record of raising standards of achievement and sustaining improvement through self-evaluation and strategic planning.
- Experience of taking responsibility for implementation of whole school development.
- Experience of building and maintaining effective relationships with parents, carers, partners and the community.
- Experience of efficient budget management and resource deployment.
- Experience of working with governors and other stakeholders.

Personal Qualities

- High level of commitment to inclusive education and Equal Opportunities.
- Is committed to raising standards for all students in pursuit of excellence.
- High level of integrity, honesty and fairness.
- High professional standards.
- Demonstrate high levels of energy and ability to work under pressure.
- Have strong leadership skills which recognise and respond to difficulties as well as celebrate the achievements of the school.
- Ability to lead, inspire, motivate and manage people.
- Committed to effective working relationships, giving and receiving support from others.
- Lead by example and model excellent practice.
- Ability to communicate as an active listener, orally and in writing.

- Good reasoning powers and the ability to make considered decisions in a variety of situations.
- Readiness to reflect on practice.
- Self-motivated and able to work with initiative.
- Demonstrate effective time management skills.
- Strong commitment to the school ethos.
- Committed to developing the global dimension of the school.
- Has a real presence and personal impact within school.

Leadership and Management

- Consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people in a safe, secure and healthy school environment.
- Monitor and evaluate own and others work, acknowledging excellence and challenging poor performance across the school.
- Assess impact of work on outcomes for students and stakeholders.
- Share and develop commitment to the school ethos and vision. Inspiring, challenging and empowering others to carry the vision forward.
- Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility.
- Implement and manage change to effect improvement.
- Challenge, influence and motivate others to set appropriate and challenging targets.
- Promote the development of staff and to build capacity.
- Commit to and have experience of successfully developing and managing high performing teams.
- Work with other agencies for the well-being of all students and their families taking the lead in multi-agency approaches when necessary.
- Use comparative data for benchmarking and target setting purposes and develop relevant strategies for performance improvement.

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TERMS OF APPOINTMENT

The salary range for this role is L20-L24, depending on the skills and experience of the candidate.

Community Academies Trust supports Equal Opportunities Employment.

“**Education** is for improving lives and for leaving your community and world better than you found it.”

HOW TO APPLY

For further information and an application form please visit our website [The Telford Langley School - Vacancies](#) . Applicants should apply via MyNewTerm.

We ask that candidates complete the online anonymous equal opportunities monitoring form. The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application.

The closing date for applications is 9am on 8 May 2026

Safeguarding

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from Community Academies Trust vision and values.

The Trust may carry out online searches on shortlisted applicants and applicants may be required to provide details of their online profile, including social media accounts, as part of their application.





The Telford Langley School

Welcome to
The Telford Langley School
ENSURING EXCELLENCE



Improving the talent and potential
of all our young people



The Telford Langley School

ENSURING EXCELLENCE

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