

UPPINGHAM

Role Description

Role Title: **ASSISTANT HEAD: ACADEMIC**
Reports To: Deputy Head Academic

Uppingham School is a co-educational, full boarding school serving 850 pupils aged 13-18. The teaching staff number 110. This role is supported by a number of business units responsible for marketing, business development, human resources, IT, finance, health and safety, health care, operational services, and estates.

The Assistant Head: Academic occupies a central role in the Uppingham leadership team. The AHA is responsible for setting the values, trajectory, and culture of teaching and learning for each of the School's 850 pupils whilst supporting the Assistant Head: Data and Academic Management in progress monitoring and pupil tracking. The AHA will also continue to develop the Teacher Development strategy, drawing out the highest professional standards from the 120 teaching colleagues who lead and deliver the academic curriculum. The AHA will play a large role in supporting the DHA to progress the digital learning strategy across the School.

The Uppingham curriculum is broad yet academic in its construction. Children study for GCSEs and IGCSEs between entry and the Upper Fifth, whilst in the Sixth Form courses are offered in a wide range of A levels, with one BTEC in Sport.

We want to be the first-choice school in the country for teachers who enjoy working in a professional environment unparalleled in its ambition, creativity, and collaboration. We aspire to be a hub of pedagogical expertise and innovation: one that is as stimulating for colleagues brand new to teaching as it is for those with more experience.

Uppingham strives for the highest academic outcomes, and demands that teaching is creative, inspirational, and innovative. A culture of self-reflective and collective professional development is at the heart of our professional values, and it is a core responsibility of the AHA to lead and promote that culture.

The AHA is a member of the School's Educational Leadership Team, reporting to the Deputy Head Academic.

JOB PURPOSE

To be the senior leader responsible for strategising and overseeing Uppingham School's professional development programme for teaching staff, focusing on classroom teaching and pedagogical practice, digital learning approaches, and evaluating the impact through monitoring the progress of our pupils.

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Your accountabilities

1. **Teaching and Learning:** setting the strategic vision that embeds a culture of innovative and creative pedagogical practice amongst the teaching staff which engenders professional enthusiasm and raises standards of teaching and learning. Ensuring a common culture and approach to learning is articulated throughout the Uppingham community such that members of staff know the expectations incumbent on them as teachers and are empowered to deliver on those expectations consistently. Ensuring that teachers aware of and employ a variety of classroom strategies to support pupils with barriers to learning and evaluate their effectiveness.
2. **Pupil tracking:** Monitoring pupil progress through school systems and mechanisms, and implementing intervention plans in collaboration with departmental leaders. Facilitating faculty collaboration to ensure a holistic approach to pupil tracking and working closely with the Assistant Head: Data and Academic Management.
3. **Professional development:** Continuing to foster the CPD culture amongst the teaching staff that enables the progression of the School's vision for teaching and learning, as well as consistently outstanding pastoral care; developing, implementing, and nurturing a culture of knowledge sharing and collaboration amongst teaching staff that is set alongside their own self-managed professional learning. Offering appropriate opportunities to colleagues at every level through the teacher development programme and evaluating the impact of teachers' professional learning with rigour. Ensuring the CPD programme meets the needs and strategic priorities of the academic, pastoral, and co-curricular teams.
4. **Professional Development Review System:** ensuring that a robust system of appraisal (Professional Development Review, or PDR) exists amongst the teaching staff for their teaching, pastoral and co-curricular work that identifies strengths and areas for development and offers teachers improvement opportunities. Providing training to secure high-level competence and commitment to raising standards amongst line managers and publishing guidance for PDR to all staff; using PDR information to identify future leadership talent and integrating them into the School's staffing strategy. Ensuring that the arrangements for salary progression reviews and salary threshold applications are understood by staff, scheduled, and organised annually.
5. **Initial Teacher Training (ITT):** ensuring the School delivers a high quality ITT programme that supports teachers on PGCE courses and develops their teaching practices. Ensuring that the ECT programme complies with ISTIP's regulations and/or other provider(s) guidelines that exhibits best practice, and our ITT strategy attracts the most talented applicants to apply to Uppingham.
6. **Digital Learning Strategy:** putting in place a digital learning strategy that efficiently and effectively exploits classroom technologies to maximise outcomes for pupils by adopting a critical and experimental approach, capitalising on potentially positive impacts at the earliest opportunity, such as embracing opportunities of AI tools. Ensuring that teachers' technological proficiency is a common strand of their CPD.
7. **Staff induction:** arranging the new staff induction process and programme which includes visits prior to taking up appointments; the beginning of year induction programme; twilight/lunchtime sessions during the Michaelmas term and as necessary; the appointment and training of mentors; and support mechanisms where necessary.
8. **Senior leadership responsibilities** include, inter alia, attending Educational Leadership Team meetings, advising the Headmaster on all matters of teaching and learning, staff development and

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training policy, as well as the necessary operational requirements; supporting the recruitment process for teaching appointments and observing interviewees' lessons; day-to-day line management of a number of academic heads of departments; supporting School events and participating in the ELT duty rota; reporting to the Trustees; developing and implementing educational strategic planning; developing leadership and management skills in other staff, identifying future talent and ensuring effective succession planning for emergency and long-term purposes.

OUTCOMES

- 1. Teaching and Learning:** Uppingham has a commonly understood philosophy of teaching and learning that develops pupils as independent and mature lifelong learners who are able to fulfil their academic potential at School and thrive thereafter. Lessons are challenging and stimulating; pedagogies are adopted that engage pupils with their learning; teachers enthusiastically embrace innovative methodologies and adopt strategies, including digital strategies, that promote this engagement; teaching promotes progress and is informed by a range of data; teachers are adaptive, ensuring that all pupils are stretched and challenged academically; teachers understand and use strategies to support pupils with barriers to learning. Learning walks demonstrate the School's expectations on learning and teaching are embedded in every lesson or academic event.
- 2. Pupil tracking:** Working closely with the Assistant Head: Data and Academic Management, a consistent whole-school approach to pupil tracking is understood and maintained by teachers and subject leaders. Pupil progress will be regularly monitored and communicated internally and externally, ensuring effective intervention strategies are in place for students and, where necessary, support for academic and pastoral staff which enhances faculty cooperation and ensures that appropriate data-informed decisions can be made.
- 3. Professional development:** Uppingham has a commonly understood philosophy of teaching, learning and professional growth. The professional development of the teaching staff is determined by a clearly strategised professional development programme. CPD targets for whole-school development, departments and individual teachers are identified and appropriate training scheduled. External training is used judiciously, shared widely, and monitored for effectiveness. In-house training opportunities are regularly available that engage and inspire the teaching staff. Mentoring and coaching programmes are used that promote professional growth. The CPD budget is used cost-effectively to support the School's strategic aims.
- 4. Professional Development Review System:** A robust Professional Development System (PDR) system is in place which positively impacts on teachers' professional development, identifies strengths and areas for development, and prioritises excellence in pupils' academic experiences and outcomes. The PDR system is clearly understood and operates efficiently for appraisers and appraisees. PDR is welcomed and seen by teachers as a positive and professional development process. The system and annual processes for salary review and threshold applications is clearly understood and practically accessible for teaching staff and ELT.
- 5. Initial Teacher Training:** effective mentoring and support is provided for teachers undertaking initial teacher training, and also for teacher trainees at Uppingham on placement. The Assistant to the AHA and other PGCE mentors deliver training that complies with the relevant guidelines. ECTs receive induction that complies with ISTIP's regulations, and which enables them to embark on their qualified teaching career at Uppingham.
- 6. Digital Learning Strategy:** a digital learning strategy is understood by all staff and pupils and adopted in departments. Teachers are part of educational technology research and trial groups

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which critically evaluate opportunities and implement innovations that enhance learning and teaching. Teachers' technological proficiency is part of a school-wide development programme, monitored and assessed for its impact on classroom practice.

7. **Staff induction:** New teachers are supported from the time of their appointment, with appropriate information and guidance to prepare them for their arrival at Uppingham. Academic HoDs ensure that new teachers receive details about their teaching, syllabus, timetable in time to allow for preparation. A full induction programme at the beginning of the Michaelmas term and during the course of the term enables new staff to fulfil their responsibilities and align themselves to the School's culture. Statutory training in safeguarding and child protection is provided and all requirements of KCSIE fulfilled.
8. **Senior leadership responsibilities:** The AHA is able to demonstrate that they attend, contribute, and discharge all the additional responsibilities assigned to them.

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QUALIFICATIONS, SKILLS AND EXPERIENCE, PERSONAL QUALITIES REQUIRED

Qualifications

- Good honours degree [necessary]
- Significant teaching experience (with QTS) at senior school level [necessary]
- Post-graduate educational degree [desirable]

Skills and experience

- Experience of leading a subject area [necessary]
- Outstanding track record as a teacher
- Outstanding track record in producing own examination results
- Evidence of influencing outstanding examination outcomes in other teachers [desirable]
- Well networked and respected within the academic profession, with an excellent reputation in the secondary school arena [desirable]
- Experience of leading and managing pedagogical innovation and change [desirable]
- Strong IT skills, especially in classroom teaching [essential]
- Strong public speaking and presentational skills [essential]
- Excellent admin skills and attention to detail [essential]

Personal qualities

- Strong communication skills, both interpersonal and in public
- Decisive and confident in organisational management
- Possessing the capacity to analyse and improve systems
- Personable, supportive, and able to motivate and work in a team
- Discretion and tact

KEY RELATIONSHIPS

The AHA is responsible for the line management of the following roles.

Direct Reports

- Assistant to the AHA

Key Relationships

- Headmaster
- Senior Deputy Head
- Deputy Head Academic
- Assistant Head: Sixth Form
- Assistant Head: Data and Academic Management
- Assistant Head: Co-curricular
- Assistant Head: Pastoral
- All heads of academic departments
- Director of Libraries & Learning Resources
- Director of Information Systems
- Finance Director
- HR Director & HR team
- SENCO & Head of Learning Support
- Deputy Head Academic's PA
- Headmaster's PA

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BENEFITS

Holidays

The annual holiday entitlement is all Uppingham School holidays, although the AHA will be required to work limited reasonable time during the holidays as designated by the Headmaster, especially the key period before the beginning of the School's academic year. No holiday may be taken during term time.

Public holidays that fall within term time are normal working days.

Other Benefits

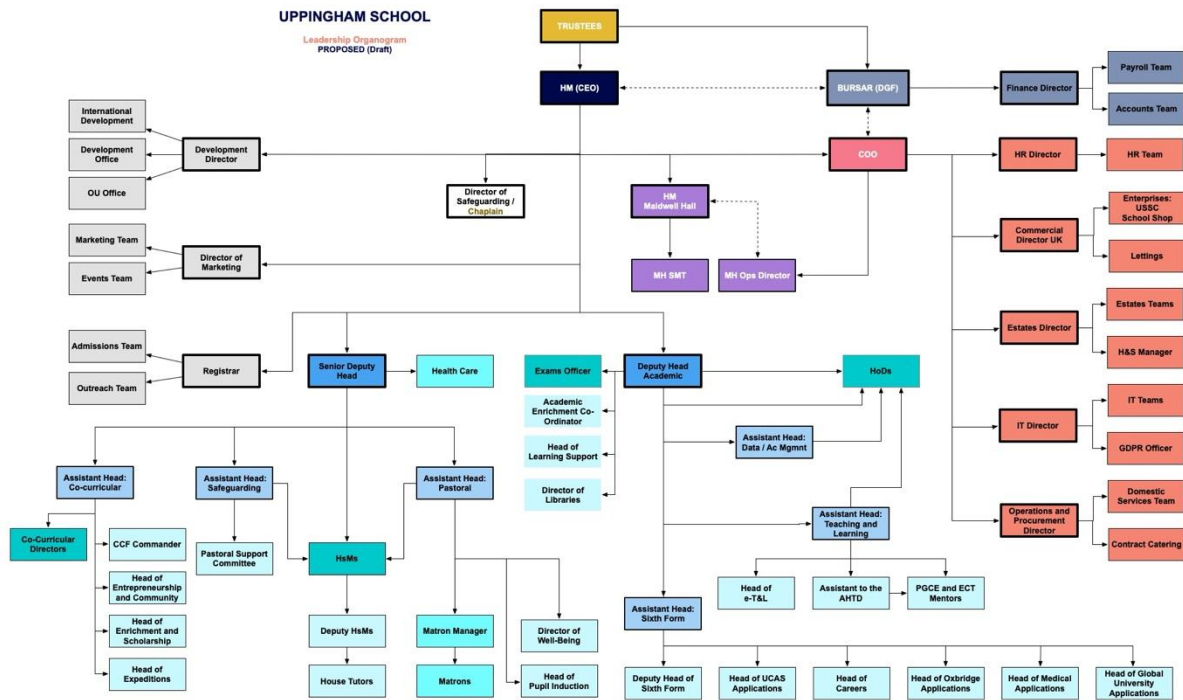
- Private Health care: the School pays 50% of the premium (pro-rata for part-time staff).
- Full membership of Uppingham School Sports Centre for an annual fee only of £25.
- Uppingham School fee discount for children of staff.

Safeguarding

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and always ensure compliance with the School's Safeguarding (Child Protection) Policy. If, while carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to the School's Designated Safeguarding Lead or to the Headmaster.

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Organisation chart



Note

This job description is not an exhaustive list of what may be expected of the AHA in the role. It is non-contractual and may be amended by the School from time to time.



January 2025

Assistant Head: Academic

UPPINGHAM

1584 Forward



Headmaster's Welcome



Uppingham School has the highest ambitions. We aim to be the School of first choice in the country and believe that our holistic educational philosophy encapsulates what Twenty-First Century education can and should be.

Naturally, we aspire for pupils to achieve outstanding outcomes in public examinations. However, we want Uppinghamians to be inspired, challenged, and empowered to learn at the highest academic levels. Moreover, we want our professional environment to be such that teachers from across the world are motivated to work with us.

Our aspirations mean that we are seeking someone who has the energy to make Uppingham a hub of pedagogical innovation and express a clarity of vision for what the learning environment of the future can be. We want someone to lead our digital learning strategy so that Uppingham takes a critical and experimental approach to new opportunities afforded by technology, capitalising on any potentially positive impacts at the earliest opportunity.

Ultimately, we want our next Assistant Head: Academic to take our willing, capable, and motivated teaching staff and help them deliver the most inspiring, engaging, and challenging academic experience possible. We want our professional atmosphere to be as stimulating for colleagues brand new to teaching as it is for those with more experience.

We are at an exciting time in our development with a fresh leadership team in the process of developing a vision for Uppingham's educational provision into the 2030s, with the Assistant Head: Academic central to that process. I hope you find this a challenge you want to take on. You will find the facilities wonderful, the people fantastic, and our ambition unparalleled.

We aspire for Uppingham to be the very best school and want the very best people to work with us.

I look forward to meeting you.

Dr Richard J Maloney
Headmaster



Senior Leadership

It is our belief that leaders should be enabled to lead. Uppingham's recent success is predicated on all those in leadership positions being empowered to be creative, to innovate and to pursue their ideas without feeling constrained.

We have implemented dynamic systems that allow decision-making to be taken at the right level. At the same time, all middle and senior leaders 'buy in' to delivering a clear and agreed set of strategic aims and, in so doing, their leadership sustains the School's values and ethos.

Uppingham has three leadership teams: the *Uppingham Leadership Team* (ULT), which focuses on business-wide leadership; the *Business Services Leadership Team* (BSLT), whose remit is to support the smooth functioning of Uppingham School; and the *Educational Leadership Team* (ELT).

The AHA will be a member of the Educational Leadership Team (ELT) which focuses wholly, unequivocally, and exclusively on all matters educational.

The ELT is chaired by the Headmaster and its membership comprises the two deputy heads: the Senior Deputy Head and Deputy Head Academic. These three are joined by six assistant heads: the Assistant Head: Pastoral; the Assistant Head: Safeguarding; and the Assistant Head: Co-Curricular (who all report to the Senior Deputy Head); along with the Assistant Head: Sixth Form; the Assistant head: Academic; and the Assistant Head: Data & Academic Management (who report to the Deputy Head Academic). The leadership group is reinforced by the Bursar, Director of Admissions, and Director of Marketing who attend ELT meetings.



About the role – Assistant Head: Academic

We want to be the first-choice school in the country for teachers who enjoy working in a professional environment unparalleled in its ambition, creativity, and collaboration. We aspire to be a hub of pedagogical expertise and innovation: one that is as stimulating for colleagues brand new to teaching as it is for those with more experience.

Our professional culture is collectively committed to outstanding practice, is restlessly reflective, and we want to enjoy a national reputation for teaching excellence and professional development. That aspirational culture is not confined to the classroom: it also underpins our superior pastoral care and exceptional co-curricular programme.

We want our teachers to be able to draw upon the most effective and relevant pedagogical research, so our staff can enable our students to develop their voices and to truly understand how they learn. Ultimately, we want the AHA to set out what we stand for in terms of the learning environment we aspire to create across the entire School.

The Assistant Head: Academic occupies a central role in the Uppingham leadership team. The AHA is responsible for setting the values, trajectory, and culture of teaching and learning for each of the School's 850 pupils whilst drawing the highest professional standards from the 120 teaching colleagues who lead and deliver the academic curriculum.

The Assistant Head: Academic ensures that our culture and professional development processes nurture and develop the talent of our committed staff, at every stage of a teacher's career.



About the person

We are looking for an outstanding teacher, a visionary leader, and an experienced professional who will not settle for anything less than excellence. The successful candidate will value and promote inclusion, and have the skills to support an inclusive and diverse school community.

The appointee will be a strong, dynamic, and inspirational character who is not afraid to take risks and thinks creatively. A track record of first-rate teaching, curriculum leadership and organisation, as well as a rapport with pupils and colleagues is vital.

The ability to inspire others, communicate well, think flexibly, and to lead and work as part of a team are essential.

It is anticipated that the appointee will have personal ambition and, aside from performing their tasks as AHA outstandingly well, aspire to deputy headship and/or headship in due course.

An appreciation of the wider life of a seven-day-week boarding school is a prerequisite, along with a willingness to support pupils and colleagues in their endeavours and achievements both in and out of the classroom.

Issues relating to safeguarding and promoting the welfare of pupils will be explored at interview.

Teaching at Uppingham

Remuneration and Benefits

The School has its own generous salary scale, which is reviewed annually. The AHA is a senior leadership position and the salary will be commensurate with the appointee's experience and the seniority of the role.

The School offers an extensive range of benefits including a school fee discount scheme for children of staff, free gym membership, subsidised medical scheme, excellent pension scheme, and free Westfield Healthcare and Rewards package which includes discounts in retail outlets, restaurants, cinemas and with holiday providers.

Accommodation in Uppingham may be available.

One of Uppingham's great community strengths is dining in house. Each day teaching staff are invited to lunch in a boarding house; a genuine pleasure in the midst of a busy week.

Life in Rutland

Rutland – England's smallest county – is located in a beautiful part of the country. Alongside the stunning countryside, with Rutland Water only six miles away, there are a mass of leisure pursuits on our doorstep.

The town offers a range of independent stores and its location allows access to a number of thriving cities and towns. Uppingham is equidistant between Peterborough and Leicester which have excellent shopping centres, and Leicester, Nottingham and Birmingham all enjoy first-class theatre and concert facilities. Cambridge can be reached in 50 minutes and Oxford in an hour and a half. London is an hour by train from Corby, Kettering or Peterborough.

Maidwell Hall, situated in neighbouring Northamptonshire, is part of the Uppingham Group of Schools and educates pupils from Reception to Year 8. Uppingham town has nurseries, two maintained primary schools and an 11-16 community college, with sixth form colleges in nearby towns, such as Oakham and Stamford. There is a considerable community of young children within the area.

The next steps

Closing date:
Monday 3 June 2024, 9.00am

Interviews:
Longlist
Week beginning
Monday 10 June

Shortlist
Interviews will be held
subsequently

Applications must be made on the School's application form, which can be obtained via the School website or from recruitment@uppingham.co.uk.

Completed applications must reach us by the closing date and should be returned to recruitment@uppingham.co.uk or by post to:

HR Department, Uppingham School
High Street West, Uppingham, Rutland LE15 9QE

Uppingham School is committed to safeguarding and promoting the welfare of children. Successful candidates must be willing to undergo full screening in accordance with Keeping Children Safe in Education (KCSiE), including an Enhanced Disclosure and Barring Service check. Issues relating to safeguarding and promoting the welfare of pupils will be explored at interview.

At Uppingham School, we value a truly inclusive, fair and equal work environment for all. Opportunities to work at Uppingham School are open to all, at all levels.

We want to further increase the diversity of our workforce and actively encourage and welcome applications from candidates who have black, Asian, and minority ethnic backgrounds.





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